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ABSTRACT

This is one of a series of Education for Parenthood manuals developed by the Salvation Army for use in demonstration programs designed to prepare teenagers for parenthood or for child care careers. This guide offers a step-by-step approach to setting up and conducting a parenthood program for teenage leaders in day camps and community centers. Included are detailed plans for 16 training sessions and guidelines for curriculum design, setting-up practices, arrangement of field work experience, and program evaluation procedures. Emphasis of the program is on experimental and practical learning through the use of films and discussion, workshops, field trips, role-playing and awareness sessions, and supervised field work. A team teaching approach (2-3 leaders for a group of 12-15 trainees) is recommended. (BF)

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THE SALVATION ARMY GREATER NEW YORK DIVISION

Youth in Educational Service

EDUCATION FOR PARENTHOOD

PS 009499

* *

Education for parenthood is a valid program for implementation through the various services and activities of The Salvation Army.

It is a concept that is scripturally sound. From the Ten Commandments to the writings of the Apostle Paul, the Church has been charged to teach, demonstrate, and perpetuate the ideas and methods of parental responsibility. The Salvation Army has been, and remains, in the mainstream of such teaching.

When properly implemented, the Education for Parenthood program should produce generations of spiritually and socially healthy individuals. This concept of teaching parenting is a continuation of The Army's on-going approach in all of its programs toward a goal of spiritual and social maturity.

* *

PROJECT BACKGROUND

In the Fall of 1973, The Salvation Army was one of seven national voluntary organizations awarded a contract by HEW's Office of Child Development to develop a program in Education for Parenthood. Each of the seven - Boys' Clubs of America, Boy Scouts of America, Girl Scouts of the USA, 4-H, National Federation of Settlements and Neighborhood Centers, Save the Children Federation, and The Salvation Army - reaches a different constituency and by differing methods.

The Federal government - specifically in HEW the Office of Child Development, The National Institute of Mental Health, and the Office of Education - thought it time to stem the tide of teenage parenting. Not only were the numbers rapidly rising - but also the age level was lowering. They found:

- a high divorce rate in teenage marriages
- a high incidence of unmarried teenage mothers
- a high incidence of birth defects and health complications with babies of young mothers, and the younger the mother the more critical the problem
- growing evidence that young parents tend to be more abusive and neglectful
- feeling that anybody could be a parent as long as they had a crib, formula, baby bottle and diaper

These agencies turned to the national voluntary organizations as one approach to meeting these problems. The government also made a grant to the Education Development Center of Newton, Mass., to develop a core curriculum for use at junior high school level. This curriculum, Exploring Childhood, has been the backbone of The Salvation Army's teaching material.

The Army defined its goals as helping young people understand enough about what it means to be parent, and to understand themselves well enough that they could make a conscious decision to be or not to be a parent. We also wanted to interest them in careers in the child care field.

Programs were tested, in the three-year life of the grant, in the range of Salvation Army programs and services in the four United States territories. Each of the demonstration sites developed the curriculum best suited to their needs. The content is basically the same throughout; specific programs and emphases vary. The response has been uniformly positive. Young people in the program have shown gains in behavior, in emotional stability, and in their ability to cope with their lives. The majority of those wanting summer employment found jobs on the strength of their participation in the Education for Parenthood program.

The formal demonstration period has concluded. Now The Army is in the implementation period when more extensive testing will be done, looking to build the content into the appropriate on-going programs and services.

The Salvation Army believes organizations serving comparable constituencies will find these programs useful. Comments and evaluations from such use will guide The Army in the preparation of the final reports.

CREDITS

This course was prepared by the Greater New York Division of the Salvation Army under the leadership of Lt.-Colonel Walter French. The Social Services Department, directed by Major Marjorie M. Brooke, developed the curriculum which was tested in 1975 and again in 1976. Mrs. Joyce Bonafield and Mrs. Arlyne Robison served as program developers and trainers. Mrs. Beatrice Hawkins served as coordinator of the field work experience, held at several Salvation Army Day Care and Day Camp program sites. Several other Social Service staff and a Hunter College Senior offered leadership in the training sessions. Mrs. Bonafield was the editor for this curriculum.

The course was produced as a part of the Education for Parenthood Program under Grant No. OCD-CB-463, Lt.-Colonel Edith A. MacLachlan, Project Officer.

PART I:

LEADERSHIP PREPARATION

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INTRODUCTION: USING THIS MANUAL

This leadership manual offers a practical step-by-step approach to setting up and conducting the Education for Parenthood program for youth who have expressed an interest in working with children. The guide represents our best wisdom on the "how to" aspect of planning and coordinating such an event, based on our work with two pilot groups in 1975 and 1976 in the New York City area.

No doubt each set of participants and each leadership team come together as a unique group joined in a common task of offering clarifying knowledge, practical skills in working with children, and allowing for growth in self-awareness, self-confidence, and self-reliance. As the leader of such a program, you will want to design a curriculum that suits the needs of your participant group, and will want input from these young people as you plan.

Thus, this manual is meant to offer guidelines and possibilities for you as you prepare to orchestrate a unique experience in tapping the creative potential of the young people in your setting. You may choose to use some or all of the sessions, and some or all of the activities suggested within each one. We hope the lesson plans will spark your imagination and creativity in planning exciting and meaningful sessions for your group.

In addition to the actual session plans, you will find some guidelines in Designing Your Curriculum on the team teaching style and a short synopsis of teaching methods we have found most helpful with our groups. Note also the pages on the Practics of Setting Up, on Arranging the Field Work Experience, and Evaluation Procedures (including a Pre and Post-Program Questionnaire) before you set sail.

Post Script: We found that the leadership team worked every bit as hard, had every bit as much fun, and learned as much about themselves as we asked of our participants. We wish you the same. Good luck!

Note: All materials mentioned in individual sessions are fully referenced with addresses of lesser known companies in the Appendix. See List of Curriculum Materials Used.

PROGRAM DESCRIPTION

I. OVERALL PURPOSE

The Salvation Army Corps-Community Centers engage many of their youth in leading activities with children in its Corps-related functions, including the Sunbeams, Junior Soldiers, Sunday School, the Community Center programs, and Summer Day Camp.

Our aim is to offer these young people a training experience to further their knowledge and attitudes about themselves and younger children; to increase their effectiveness as youth leaders at present and as parents in the future ; and perhaps to kindle a career interest in working with children.

Simultaneously, our purpose is to raise up a core of youth from a variety of local settings who will be looked to as models of responsible young adult leadership by others who become involved in the same Corps and Community Centers. We hope to offer didactically, in role play, and in the field a loving and non-abusive view of parenting and working with young children.

From this two year pilot project we aim to blueprint a program to be offered regularly to other youth as they take on leadership roles.

II. THE PARTICIPANTS

Our participant group has ranged in age from 14 to 19. Some 14 year olds may not show the level of maturity or serious interest in working with children needed for full participation in the program. If you have an applicant who falls into this category, you might encourage him (her) to wait and reapply the next time the program is offered.

Our experience has shown that a group size of 12 to 15 is most workable. If your group size reaches 20 or more, consider having two separate participant groups, even if you held sessions for both groups during the same time period. With larger groups, it is harder for you as the leader to get to know each participant well, and a certain number of people begin to "fall through the cracks," tending toward marginal participation.

III. EXPECTATIONS FOR PARTICIPANTS

We expected the participants to 1) attend all sessions, 2) be able to begin at 4:00 p.m., and 3) be able to accept a field work placement on a second afternoon for 8 weeks. They were advised at the beginning that missing more than three sessions would mean their dismissal from the program.

IV. CONTENT OF THE PROGRAM

Content arenas of the program include:

1. Stages of child development (infancy through adolescence)
2. The family
3. Comparative life styles
4. Styles of parenting
5. Problem patterns in development (including retardation, hyperactivity, emotional problems, learning disabilities)
6. Teaching methods and group leadership skills
7. Methods for dealing with problem situations
8. Discipline strategies
9. Values and ethics
10. Decision-making in ambiguous situations
11. Planning for family life and parenthood
12. Communication skills

Underlying the content in each session is an emphasis on developing the ability to interpret one's own feelings and to engage in responsible group and personal decision-making and problem-solving.

V. METHODS USED

Our approach to the training was through a team-teaching style that grounded concepts, ideas and methods in the students' own experience. We continually aimed toward a downbeat on the experiential and practical learning rather than the theoretical or intellectual. Thus, the methods employed included films and discussion; small group workshops and reporting sessions; role plays; field trips; practical labs where participants try out new skills and methods; awareness games, use of a video tape so participants could see themselves leading activities; supervised field work; and reflections on this experience.

VI. TRAINING STAFF

The training staff planned and led the sessions as a team. We would recommend that you try to build a training team with an approximate ratio of 1 instructor for every 5-8 participants. Ideally, a group of 15 would have two co-leaders and an assistant who can provide crucial help in working with small workshop groups. The assistant can also offer invaluable help in locating films, books, pamphlets, other curriculum materials, arranging for guest speakers, etc. Aim to have all of your training staff involved in the designing of the curriculum; this allows for a smoother team approach later, and allows everyone to be on top of the content.

VII. FIELD WORK EXPERIENCE

We have found that offering a field work experience in a pre-school or community center program to be an integral and crucial part of the participants' learning experience. First, they have the opportunity to observe an experienced staff member leading activities with pre-school or latency age children. They are able to observe how problem situations and special needs of children are handled, how limits are set and how discipline is used. These observations are brought back to the training sessions and discussed. Participants are given simple assignments in applying concepts and leadership methods which they have discussed and role-played as they go out to the field. After observing (2 times is recommended), the student moves to more direct helping and leadership with the children, under staff supervision.

In short, the field work component allows the participant a chance to integrate theory, practice and the experience of using oneself in a helping role with children.

VIII. LENGTH OF PROGRAM

After deciding the number of sessions you want to offer, you will need to consider the frequency of meetings and how long you want the total program to run. Our experience has included two patterns: 1) meeting twice weekly for 6 weeks (12 sessions), with students engaged in field work a third day each week for 2 hours; and 2) meeting once weekly for 16 consecutive weeks, with field work on a different day (2-3 hours) during the second 8 week period. Both sequences proved workable, but we found the once-a-week format allowed us more time for detailed planning, securing materials and making arrangements. We also found it to be a more relaxing pace, while still holding continuity and the motivation of the group.

Each session ranged in length from 90 minutes to two hours. When using a full two hours, we allowed a 5-10 minute break at the midpoint of the session.

IX. WHEN TO BEGIN

The program can start at any time of year, but we found it most useful to have the program finish in early June, as many participants will be entering paid positions at day camps and community centers. The completion of the program then signals a new beginning -- often the first paid position, and usually the first real position of some leadership in working with children. If you are considering a sixteen session program to meet weekly, then you'd launch the program in late February -- up to March 1.

X. START-UP TIME

Whatever you select as your starting date, you will need several weeks prior to that for planning, recruitment, field work arrangements, curriculum designing, and ordering or borrowing any necessary materials. We have found allowing ourselves between 6 and 8 weeks of "start-up time" is most helpful. Slightly less start-up time will be required as you plan for the second or third program.

XI. EVALUATION OF THE PROGRAM

We used a questionnaire developed by Behavior Associates as a pre-test and post-test for the two pilot groups, by which one could assess changes in one's attitudes and knowledge of child growth and development, of family life and parenting. We have since devised a much shorter questionnaire of our own for participants to complete before and at the end of the program. It allows for more open expression by the participant on the issues we consider most important in the program. We explain to the students that it is not a test but a survey of their opinions and attitudes about work with children, family life and parenthood, and themselves. This questionnaire has been included in Part I of this manual.

A second measure of evaluation will come in the form of direct feed-back...from the participants themselves, and perhaps from Corps Officers or other staff who have noted growth and change in those who participated in the program. For your own future reference, we recommend that you have one staff leader take a thorough set of notes on the final reflection and feed-back conversation in Session 16. This will provide some of your most useful data for additions or changes you may want to make in preparing to offer the program again.

XII. DOCUMENTATION

A set of photographs of the program in action is the most lively way to document the program. In addition to the album of photographs, you may want to have copies of your session curriculum plans typed, preserve a sampling of students' Field Work Activity Sheets, and compile some notes on your comparisons of the pre- and post-program questionnaires.

PROCEDURES IN CREATING YOUR OWN PROGRAM

A. PRACTICS OF SETTING UP

In the Program Description we referred to questions regarding the length of the total program, the frequency of the sessions, the length of time of each meeting, when or what time of year to begin, and necessary start-up time (6-8 weeks). Once you have answered these questions according to the needs of your own situation, the following steps may prove helpful:

1. Schedule a meeting with those you plan to have as your training staff.

    A. Get a final consensus on the above questions.

    B. Create a calendar including all of the weeks of "start-up time." Begin to fill in times when you will plan curriculum, order supplies and materials, secure your meeting space, contact possible guest speakers, make a presentation to other staff on the program and your recruitment plan, when you plan to screen applicants, when you want selected applicants to complete the pre-test questionnaire.

    C. Delegate responsibility as much as possible, so you are not doing all the footwork. Put the initials of the various training staff on each of the events on the "Start-up Calendar" so everyone is clear on who is responsible for what.

2. Meet once a week, even if briefly, to check signals, make any new planning assignments, and to see what still needs to be done.

3. Try to have a rough overview of each session completed about 5 weeks before you actually start. Review films and filmstrips before deciding to use them in a session.

4. By the time your participants arrive for Session 1, you should have your first 4 sessions designed in detail, with materials procured. This will allow you a more relaxed and confident style in the session itself.

5. Have an overview chart or outline of the session topics to hand out to participants in the first session. We would also suggest having a folder to give each participant, with the overview and blank paper or a small spiral notebook for note-taking. You may want to more specifically ask them to keep a journal of their observations and experiences. If so, be ready to spell out your criteria for this in Session 1.

PROCEDURES IN CREATING YOUR OWN PROGRAM

A. PRACTICS OF SETTING UP

6. Try to select a relatively spacious room that is out of the line of traffic of other activities. A room that has one or two smaller empty rooms adjacent is ideal for small workshop groups.

7. Think through the kind of decor you would like to have in the training room. It might include posters on families and children, montages that you or the participants create. The room should have the aura of concern for and involvement with children.

8. You will probably want to arrange for offering the participants some kind of snack, either at the beginning of the session or during the break. In an after-school program, students seem to like the snack when they first arrive.

9. A word about the arrangement of space within the room: Arrange seating so that everyone can see everyone else. Participants seated around a large table (or several put together to create a large rectangle) seems best. Sometimes adolescents feel very self-conscious seated in a circle or semi-circle when there is no table in the middle. The several-tables-put-together idea is also useful when breaking into small working groups, as the tables can be moved to different corners of the room.

PROCEDURES IN CREATING YOUR OWN PROGRAM

B. DESIGNING YOUR CURRICULUM

We have outlined suggestions on the designing of the curriculum in the Introduction and in the Practics of Setting Up, and reviewed the content and methods in the Program Description. You will also find a List of Resource Materials along with some of the actual materials themselves in the Appendix. At the end of the Appendix also note the summary of Suggested Reading, which offers useful background material.

Here, we would simply like to add a word about designing the curriculum as a team, and about the team-teaching approach.

On pages 10 and 11, we have outlined a picture of how we began by articulating to ourselves exactly what we wanted our participants to come away with at the end of the program. This should be a corporate brainstorm activity, involving all those who will be part of the training staff. In listing particular events and activities to use in realizing the stated goals, we also found that "several heads are better than one." Having the total staff involved at this ground level will allow them to be more aware later of how the activities of each session work toward realization of program goals.

Once you have this kind of chart completed, you are in a position to map out content arenas for the various sessions. Now, however, you are able to check the content being suggested against your stated aims for the participants. Askyourself as you are drafting the session, "Which goals will this particular session help to actualize?" If you can't see clearly how the session will further at least one of the goals, then you probably are dealing with tangential, not-so-relevant content.

TEAM TEACHING

As a teaching team, you will want to divide the leadership of each session among your staff. If one leader takes the opening spin (short lecture or presentation), have another introduce the film and lead the discussion. You might have a third leader introduce a workshop, make assignments, and pull the group back together for a reporting session. The chart below presents a hypothetical session utilizing a 3 person teaching team:

OPENING SPIN ON LATENCY Leader 1	FILM INTRODUCTION + DISCUSSION Leader 2	B R E A K	WORKSHOP: INTRODUCTION Leader 3	WORKSHOP REPORTING: Leader 3
			3 SMALL GROUPS: Ldrs. 1, 2, 3	CLOSING Ldr. 1 or 3

This rotating style of leadership is 1) refreshing for the students, tending to keep motivation and interest high, and 2) allows participants to observe adults working effectively as a team.

A couple of hints if you are working as a training team:

1. Have the total training staff meet at a convenient, designated time before each session to make staff assignments for the session, to iron out questions as to procedure, and to make sure all necessary teaching materials will be on hand for the session.

2. Those leaders who are not "up front" at the time are still responsible for making the event come off successfully, by raising clarifying questions from their seat, helping shift the mood of a conversation if necessary, etc. A helpful operating image is: everyone is responsible for the whole session, even though you will actually be "up front" for part of it.

3. At the same time, the leader who is "up front" at the moment is the orchestrator of a particular curriculum event and efforts of the others should not contradict but serve only to assist this leader.

PROCEDURES IN CREATING YOUR OWN PROGRAM

B. ESTABLISHING CURRICULUM GOALS

As we set about designing the Education for Parenthood curriculum, we first created a comprehensive list of the things we wanted the participants to come away with by the end of the program. Next, we grouped similar goals together and gave them a general category name. Third, we asked ourselves what activities or materials would be most useful in turning each objective into a reality for the participants. We considered this step crucial to designing a curriculum that would stand a good chance of bringing about the growth we wanted to see in knowledge, practical skills, and self-awareness/self-image.

The goals chart is listed here as a sample. As you are designing your curriculum, begin by creating your own list of objectives as seen in the left column.

WE WANT PARTICIPANTS TO COME AWAY WITH...	...THROUGH THESE ACTIVITIES, EVENTS, OR APPROACHES
1. An understanding of the purpose of the program and what is expected of them.	Walking through the Program Overview Chart in Session I; conversation on our and their expectations.
2. An understanding of the stages of child growth and development through adolescence.	3-4 sessions focusing on childhood stages using films, filmstrips, Child Care Manual, poster on devel. stages.
3. A fuller understanding of the diversity of lifestyles in their metropolitan area.	Films, field trips to ethnic neighborhoods.
4. Methods of teaching crafts and activities to children.	Practical Lab sessions, giving "on your feet" experience in leading songs, drama, crafts, storytelling, games, etc.
5. Skills in effective communication and group leadership.	Session on Communication Skills from Liberated Parents, Liberated Children. Rotating responsibility; session on problem situations using role plays.
6. An increased awareness of the feelings of others, particularly children.	Role plays, films, filmstrips, discussion.
7. An increased awareness and sense of mastery of their own feelings.	Growth games, role-play and reflection. Make sure material presented is grounded in their own life experience; use reflective + interpretive questions in conversations.

PROCEDURES IN CREATING YOUR OWN PROGRAM

B. ESTABLISHING CURRICULUM GOALS

	WE WANT PARTICIPANTS TO COME AWAY WITH...	...THROUGH THESE ACTIVITIES, EVENTS, OR APPROACHES
8.	An increased understanding of their own parents and family, and some concrete images of what they hope for in the future family they will create.	Taking the part of parent in role-plays; Session on family from adolescent's viewpoint; films and discussion.
9.	An affirmative and responsible relationship to their own emerging sexuality.	Openness to their questions; guest speaker who can answer written questions Workshop on common problem situations. Film + discussion; values session.
10.	An increased ability to identify with young children + their needs; a greater confidence in working with children.	Films, discussion, role-plays. Integrate field work experience with training sessions; practical lab sessions with "on your feet" practice.
11.	An increase in self-understanding and an articulation of some future goals.	Supportive confrontation; session on values; session on problem-solving and planning; give useful feedback and encouragement.
12.	A shift in self-image toward a greater self-affirmation and ability to function in the helping role.	Session allowing "on your feet" experience in dealing with problem situations and discipline strategies; Field Work and reflection on it; pointing out participants' gifts and strengths throughout as they are demonstrated.

PROCEDURES IN CREATING YOUR OWN PROGRAM

C. ARRANGING THE FIELD WORK EXPERIENCE

I. PLACEMENT CRITERIA

The placement is best arranged in a setting that will allow the student time for observation as well as participation. Particularly in a day care setting the student will be able to confirm facts about development that he is learning in the training sessions and how this development influences early childhood behavior. A pre-school setting is also more likely to have trained teachers who can provide positive models for handling difficult situations as they come up.

The following are some of our recommendations as to how the field experience can best be structured:

1. The experience should involve weekly (at minimum) sessions of 2 - 3 hours each, over a period of at least 6 weeks - - more when possible.
2. The student should be placed with the same group over a period of time, so he can become familiar with the children and teachers.
3. Initially, they should be allowed some time to observe the group, the children's interaction, and how the teacher handles the group.
4. Next, the student can be given responsibility for one or two children at a time.
5. Toward the latter part of the placement, the student can pick up responsibilities for leading or coordinating larger group activities.
6. If community centers are used either as an additional experience or as the primary one, those with trained supervision are preferred.
7. In a community center setting, students are more frequently put in charge of a total group, and it would be worthwhile to have a regular time each week to review the student's experience with him individually, in small groups, or in the training sessions.

II. TYPE OF SETTING

Nursery School
Day Care Center
Community Center

The most important element to look for in selecting the field work setting is the possibility for your students to be exposed to mentors who have had training in early childhood education or recreation. Their realistic expectations of children, helpful limit-setting and strategies of discipline used without empty threats in a non-punitive atmosphere provide mature leaderahip role models.

III. WHAT WOULD YOU WANT THEM TO BE ABLE TO DO?

1. Observe both the children in the group and how the leader handles these children.

2. Record some of these observations.

3. Discuss the observations in the training sessions-
   a. Where they agreed or did not with the professionals
   b. How what they observed was born out or contradicted in the training material.
4. Take an active role with some children helping with a single activity.
5. Work with a larger group, coordinating a group game or activity.

IV. SETTING UP THE FIELD WORK

1. Contact should be made with a day care center, nursery school, or community center in the area - (Salvation Army runs many) and an appointment made with the director.

2. A full discussion should include the plans for your program, the curriculum, and the kinds of resource materials you will be using. Explain the goals of your program and how you see the field work fitting in to the total training experience.

3. Explain the needs for students and description of part I above.

4. Introduce Field Work Activity Sheets (See Appendix) emphasing that the center will not have to provide any report beyond the teacher's signature on this sheet.

5. There will frequently be a need to "sell" the program to the directors who may see this as an added responsibility. You can tell of the success of the programs in other cities and the importance of offering skills to youth in working with children.

PROCEDURES IN CREATING YOUR OWN PROGRAM

D. EVALUATING THE PROGRAM

I. PRE-POST PROGRAM QUESTIONNAIRE

In the Program Description, we referred to the use of a Pre and Post Program Questionnaire to assess participants' attitudes and understanding of the EFP program, family life, parenting, and themselves. If you use this questionnaire (see next 3 pages) as an evaluational tool, you may want to create objective indeces by which to rate the answers to the 20 questions. Or, you may want to create your own pre and post questionnaire based on the specific content you plan to cover.

II. PARTICIPANTS' FEEDBACK

A second measure of evaluation will come in the form of direct feedback from the participants in the last training session. See Session 16 for the conversation format. This student feedback is valuable in your planning of future sessions.

III. SESSION REFLECTION SHEETS

The following chart serves as a very valuable immediate evaluation tool for each session. It allows you to assess where you've been, list what actually happened in the session, and to plan where you need to go next. In contrast to the curriculum lesson plan, this sheet shows you where you actually are with your group, and allows you to figure out what needs to happen with various individuals in your group in the next session. Some examples are included. You can ditto off a stack of these sheets and each member of the teaching team can fill in his reflections (5 minutes) before you share your thinking on the session.

<table>
<tr><th>POSITIVE HAPPENINGS & BREAKTHROUGHS</th><th>NOT YET ACCOMPLISHED</th></tr>
<tr><td>1. Film discussion lively and group found similar examples in their own families and in field work.
2. Cheryl and Jack showed interest in taking leadership roles for first time.</td><td>1. Some participants still coming in after session starts.
2. Figure out how to involve Bill and John, who are shy and marginal participants.
3. Judy's participation and attitudes are not helpful to group.</td></tr>
<tr><td colspan="2">IMPERATIVES FOR NEXT SESSION</td></tr>
<tr><td colspan="2">1. Statement about starting time (and, actually start on time!)
2. Offer Bill and John small group leadership roles.
3. Offer Cheryl and Jack parts in role-plays.
4. Incorporate behavior like Judy's into context for session without mentioning name.</td></tr>
</table>

PRE AND POST PROGRAM QUESTIONNAIRE

This questionnaire can be given to participants before and after training to contrast the student's attitudes toward family life, being a parent, and being a helping person with children, and to assess the growth that has taken place.

I. PARTICIPATION IN THE PROGRAM

1. What do you know about the Education for Parenthood Program?

2. Why would you like to be selected as a program participant?

3. What past experience have you had in working with children?

4. What kind of work with children do you see yourself doing in the future?

II. ATTITUDES TOWARD FAMILY LIFE

5. What, in your opinion, are the responsibilities of each parent to the family?

6. What responsibilities, if any, should young children be given in a family?

7. How should children's questions about sex be handled by the family?

16

PRE AND POST PROGRAM QUESTIONNAIRE

8. What role do you feel religion has to play in the raising of children?

9. How would you want to see discipline used in the raising of children?

10. At what age do you feel a person is ready for marriage?

11. What personal qualities are necessary, in your opinion, for being a parent?

12. How important is it to know about child development and being a parent before you are a parent?

13. What do you feel about being a parent during the teenage years?

14. Do you feel that people can learn to be better parents?

15. What qualities will you look for in a mate?

PRE AND POST PROGRAM QUESTIONNAIRE

16. Do you think you will want to be a parent? Why?

III. YOU AND YOUR WORK WITH CHILDREN

17. What do you as a teenager feel you have to offer in working with children?

18. What do you find most enjoyable in working with children? Least enjoyable?

19. List 3 qualities that you feel best describe your strengths.

20. Describe 3 qualities you would like to further develop in yourself as you become a young adult.

PART II:

THE CURRICULUM

A BRIEF SYNOPSIS OF TEACHING METHODS

I. THE ART-FORM CONVERSATION

The key to designing a relevant and meaningful conversation in relation to an art-form (such as a film, reading from a book, a dramatic role-play, recording, TV show, etc.) is in allowing the participant to ground what he has just observed or heard in his own life experience. You are allowing the student to take in and integrate new operating images of what it means to be a responsible adult, an effective leader or parent with those images that have been offered him in earlier life experiences in his family, neighborhood, and school. If the student views a film on parenting, for example, and is not offered the opportunity to pull the images presented through his own life experience...contrasting, raising questions, making judgements and interpretations for his own life, then what was presented in the film remains for him merely ideas and styles of parencing not particularly relevant to his future.

We employed 4 levels of questions in our discussions of films, reflections on role-plays, field work, and field trips. The sequence of questions purposely allows people to:

1. Review the objective data
2. Assess their subjective responses to the objective data
3. Interpret the meaning of the objective data for them
4. Decide what relationship they will take to the objective data, i.e., name what they need to do in response.

LEVEL 1 OBJECTIVE	LEVEL2 REFLECTIVE	LEVEL 3 INTERPRETIVE	LEVEL4 DECISIONAL
What did I see/hear?	How did I respond?	What does this mean?	What will I decide about this?

Taking the previous week's field work experience as an example, a four-level art-form conversation might go something like this:

LEVEL 1: OBJECTIVE QUESTIONS

- What activities did you find yourself involved in this past week?
- What were some specific things that happened in your group?
- Where did you find children cooperating on an activity?
- Where did you find children disagreeing?

LEVEL 2: REFLECTIVE QUESTIONS

- Where did you find yourself enjoying what you were doing?
- Where didyou find yourself uncomfortable? Angry? Frustrated?
- What did you like most about your field work this week? What did you like least?
- Where were you surprised by something that happened?

LEVEL 3: INTERPRETIVE QUESTIONS

- * What did you learn about working with children this past week? (Or, what insights did you gain?)
- * What did you learn about yourself as a helping person?

LEVEL 4: DECISIONAL QUESTIONS

- * What would you name this past week? (Indirect way of asking for the decision)
- * What's one thing (skill or method, etc.) you will want to experiment with in the coming week? (Direct way of asking for the decision)

Remember, each art-form conversation must be tailored to the needs of the situation; there is no set of "right" questions. The steps used here are really those of the scientific method: observe, judge, weigh up, decide, and act. Use your imagination to create an art-form conversation for a film you have seen that you'd like your group to discuss.

II. THE WORKSHOP METHOD

There are many ways to stage a workshop. We will simply outline here a general 4-step procedure that worked well for us in a variety of sessions with differing content. The primary value in this format is its allowing participants to assume responsibility for assessing a problem (as a small group), brainstorming possible solutions, making decisions, and using their creativity in designing a presentation for the total group. The workshop encourages students to risk themselves and take on leadership roles. The procedure looks like this:

CONTEXT + ASSIGNMENTS	SMALL GROUPS TACKLE ASSIGNED TASK	REPORTING + PRESENTATIONS	GROUP REFLECTION + DISCUSSION
What, why When, where How, who	Decision-making Problem-solving Model-building	Drama, Self-expression Leadership	Attitudes Values Insights
5-10 Min	20-30 Min	10-20 Min	5-15 Min

III. A NOTE ON TEACHING STYLE

As the leaders, you are the orchestrators of a dramatic happening: the training session. You set the mood, the pace, the context, the limits, and keep things moving. The session is a "success" when the participants come alive and begin expressing their own creativity and show an enthusiasm in relating what's happening in the session to their own experience. Keep in mind that you are a demonstration for them of what it means to be an adult; students will take away as much from encountering your style as from the content covered. Let your enthusiasm show, hang your own problems on the doorknob for the hour, and embody what you are teaching them.

Education for Parenthood

Training Sequence

OVERVIEW CHART: THE SIXTEEN SESSIONS

Session 1	Session 5	Session 9	Session 13
INVITATION TO WORKING WITH CHILDREN Overview and Program Context	THE ADVENTURE OF LATENCY Growth and Development III	LIFE STYLES I: VISIT TO PUBLIC PARK AND CONVERSATION Observation & Reflection I	VALUES: DECISION MAKING IN AMBIGUOUS SITUATIONS Problem-solving III
Session 2	Session 6	Session 10	Session 14
THE JOURNEY OF INFANCY Growth and Development I	ADOLESCENCE: THE IDENTITY STRUGGLE Growth and Development IV	LIFE STYLES II: ETHNIC NEIGHBORHOOD VISIT & CONVERSATION Observation & Reflection II	FAMILY LIFE EDUCATION: GUEST SPEAKER Family Life II
Session 3	Session 7	Session 11	Session 15
THE WORLD OF THE PRESCHOOL CHILD Growth and Development II	THE FAMILY: THROUGH THE ADOLESCENT'S EYES Family Life I	PROBLEM PATTERNS: PHYSICAL EMOTIONAL SOCIAL Problem-solving I	COMMUNICATION SKILLS Problem-solving IV
Session 4	Session 8	Session 12	Session 16
PRACTICAL LAB I: SKILLS & SAFETY Methods I	PRACTICAL LAB II: TEACHING AND GROUP LEADERSHIP METHODS Methods II	PRACTICAL LAB III: PROBLEM SITUATIONS AND DISCIPLINE STRATEGIES Problem-solving II Methods III	CELEBRATION AND GRADUATION Reflection & Evaluation

SESSION 1: INVITATION TO WORKING WITH CHILDREN

SESSION OBJECTIVES

1. To provide an overview of the program and a practical context of what will be expected.
2. To set the tone for the program by creating a montage of images of what working with children is like.
3. To allow people to get acquainted and create the beginnings of a group.

MATERIALS NEEDED

1. POSTER: What Would You Do? (Exploring Childhood)
2. FILM: Teacher, Lester Bit Me
3. HAND-OUT: Short Role-plays
4. HAND-OUT: Notes on Working With Children
5. Film Projector

SESSION OVERVIEW					
GATHERING + BREAK-OPEN CONVERSATION (ALL)	SHORT SPINS FROM GRADS (ALL)	BREAK	FILM + DISCUSSION (ALL)	WORKSHOP: ROLE-PLAY SITUATIONS (SMALL GROUPS)	NOTES ON CHILDREN + CLOSING (ALL)
25 Min	15 Min	5	25 Min	35 Min	10

SUGGESTED PROCEDURES

A. BREAK-OPEN CONVERSATION:

This is a casual conversation to allow people to get acquainted. The group should be arranged so that everyone can see and hear everyone else, preferably around a large table or in a circle. You might have posters or montages of youth or young adults working with children around the room. The following are suggested questions:

1. Starting on your left, ask each person to give their name, where they live, and name an interesting film or book that they would recommend to others.

2. After 5 or 6 people have done this, ask if anyone on the other side of the room can remember the names (or if not, the films, etc.) of these participants. Repeat this step as you go around the room.

3. Now open up the conversation to anyone instead of going around the room in order. What are some of your expectations in our next few months (weeks) together?

B. SHORT SPINS FROM LAST YEAR'S GRADUATES:

Speakers from last year's program will take 2-3 minutes each, talking about what they learned through the program, how they used it in work with children, relating a few particular stories and highlights. If you are beginning this program and have no "old hands" from last year, you might invite 1 or 2 EFP graduates from a nearby program, or simply some young adults who have had some seasoning in work with children through camp counseling, community center work, etc.

C. SHORT BREAK: 5-10 MINUTES

D. FILM AND DISCUSSION

Show the film, Teacher, Lester Bit Me." Introduce the film with a short context, e.g., We'd like to show a film which gives some flavor of a day in the life of someone who works with young children. Watch for the various things she finds herself doing. Here are some suggested questions for discussion:

1. What are some of the things the teacher had to do in her class? What situations did she need to handle?

2. What, in your opinion, was the most effective thing she did?

3. Where were you surprised? Where did you find yourself laughing?

4. What are some of the things you now anticipate in working as a leader with children?

E. WORKSHOP: ROLE-PLAYING ADULT-CHILD SITUATIONS

Break the large group into small groups of 4 members each. In each group, 1) one member will be the director; 2) one will be the student helper; 3) one will be the active child; and 4) one will be another child in the scene.

Suggested Workshop Procedures:

1. Break into groups of 4 each.
2. Hand out role-playing situations (see Appendix).
3. Allow 5-8 minutes for each group to discuss their particular situation and prepare to present to the total group.
4. Pull together and have each group present their role-play.
5. Select particular ones to reflect on with the group.

Suggested Questions for Reflection:

1. How do you suspect the child's understanding of any of these situations might be different than that of the adult?

2. Where did you see effective handling of the child by the adult? Where would you offer an alternative?

F. CLOSING AND SEND-OUT

1. Hand out Notes on Working with Children. Walk through this quickly, simply highlighting what's there, and mention that you'll be referring back to it.

2. Ask participants to bring in pictures of themselves as a baby, as our second session is all about infancy. (Leaders, try to dig out one of yourselves and bring them in too.)

3. Send out participants to observe, if possible, an infant. Make note of the things he (she) can already do.

SESSION 2: THE JOURNEY OF INFANCY

SESSION OBJECTIVES

1. To help participants gain an understanding of the world of the infant and the rapid developmental journey taken in the first two years of life.
2. To allow participants a glimpse of being a parent of an infant.

MATERIALS NEEDED

1. FILM: Gabriel is Two Days Old
2. LaRoche CHILD CARE Manuals
3. POSTER: Seeing Development
4. Baby Toys

SESSION OVERVIEW				
BABY PICTURES + CONVERSATION: NEWBORNS (ALL)	FILM + DISCUSSION (ALL)	BREAK	WORKSHOP: INFANT DEVELOPMENT (3 GROUPS)	REFLECTION + SEND-OUT (ALL)
30 Min.	30 Min.	5 Min.	40 Min.	15 Min.

SUGGESTED PROCEDURES

A. INTRODUCTION: BABY PICTURES

Each participant was asked at the end of the last session to find a picture of himself as a baby and bring it to this session. Leaders of the session can do the same. Mood of the conversation is light, and this interchange is also used to further identify participants by name.

1. Have everyone place their picture on a designated table as they come in.
2. Rearrange the pictures on the table and have everyone take a look and try to match the pictures with people in the group.
3. Ask them to talk about similarities and differences they see now.

B. BREAK OPEN CONVERSATION: NEWBORNS

This conversation is used to gather data from the group's first-hand experience, allowing them to see that they do indeed know a lot about newborns.

One group leader or a volunteer participant will create a chart of information on the blackboard from the group discussion. As the leader, you can help fill in information where there may be gaps, or raise a question to the group if you see that inaccurate information has been offered.

Ask participants to think of particular infants they know:

Suggested Questions:

1) Things babies are able to do:
   *What can newborns see?
   *Can they hold anything?
   *Can they hold their heads up?
   *Can they turn over?
   *Can they make sounds?
   *Can they think?
   *Can they recognize objects?
   *What reflexes do they have?

2) What they usually do each day:

   *How often do they get hungry? Always at same time?
   *How much do they sleep? When?
   *What fascinates them at this age?
   *What things do they do that show you they're learning?

   Ways they relate to and communicate with others:
   *Can babies recognize their mothers? Others?
   *Can they communicate their needs?
   *Does it matter whether babies are held or not?
   *Whether someone responds when they cry?
   *Do they respond to laughter?

   Their feelings and fears:
   *What make babies cry?
   *Are they afraid of the dark? Of falling? Of smothering?
   *What makes them happy?

C. FILM: GABRIEL IS TWO DAYS OLD

In introducing the film, have participants look for things this child is able to do, and compare to what we have said.

There are some suggested questions for discussion:

1) What did you notice about what this child was able to do?

2) What did you notice about his relating to others?

3) What things were brought out about Gabriel that we hadn't mentioned about newborns? (One example is the baby's need for structure around him; with too much freedom to move about he became overwhelmed with anxiety.)

4) Did anything surprise you about Gabriel?

5) What did you notice about the mother's attitudes and feelings about the child's birth?

D. SHORT BREAK: 5-10 MINUTES

E. WORKSHOP: INFANT DEVELOPMENT

For this workshop, have participants number off in 3 groups. If your group is larger than 15 members, have Groups I and II take most of the additional people.

Group 1: Will look at the poster, Seeing Development, on the wall. Each student will pick a category (i.e., Motor Skills, Intellectual Development) and prepare to show or discuss the changes that take place between age 1 and 3. This group can easily dramatize their presentation.

Group 2: Each student is given a Child Care manual (Hoffman-LaRoche). Each picks out a section of particular interest to him and prepares to tell the others about it.

Group 3: Will get an assortment of simple toys. Their task is to figure out which toys are best used for what age child, and to prepare a brief role-play of teaching a child of age 1, 2, 3 to use the toys.

Pull together as a total group and ask each group for their presentation or report.

F. REFLECTION AND SEND-OUT

Reflection Questions:

1) How could a child care manual like this be helpful to a new parent?

2) What developmental stages did you notice in these presentations? Do you know a child who is in one of these stages?

3) What new insights do you have about the first 3 years in a child's life? Where were you surprised about young children?

4) Announcements and Send-out.

SESSION 3: THE WORLD OF THE PRE-SCHOOL CHILD

SESSION OBJECTIVES

1. To help participants gain an experiential glimpse of the world through the eyes of a pre-school age child.
2. To help participants become sensitized to recognizing and dealing with feelings, particularly those of anger and sadness.
3. To occasion a beginning identification in young people of taking the adult role in relation to young children.

MATERIALS NEEDED

1. FILMSTRIPS: Investment in Communication
   Anger and Sadness
2. Filmstrip Projector
3. Situations for Role-playing to hand out.

SESSION OVERVIEW					
GROUP GAME (PAIRS)	SPIN: EGOCENTRISM (ALL)	FILM-STRIPS (ALL)	BREAK	WORKSHOP (5 GROUPS)	PULL TOGETHER REPORTS (ALL)
15 Min	5-8 Min	30 Min	5	15 Min	30 Min

SUGGESTED PROCEDURES

A. GROUP GAME: WHAT IT'S LIKE TO BE LITTLE

The purpose of this exercise is to help group members think about what it feels like to be a younger child. Here are suggested steps:

1. Have the group break down into teams of two. One person becomes A (adult) and the other C (child).
2. All C's sit down on the floor, next to standing A's. Think a moment about how it feels to be in your role (A or C).
3. C. pretends to spill a Coke and A gets mad, asking C. to clean it up. When C won't, A pulls C's arm, making C even more stubborn.
4. Then A comes up with an alternative way of asking. Ask C whether the alternative approach made him feel more willing to cooperate.

5. Now A and C exchange roles and go through the exact same exercise.

6. Then have the whole group come back together and discuss what it feels like to be little, how it feels to be big, how it feels to give orders, to take orders.

B. SHORT SPIN ON THE PRE-SCHOOL CHILD AND EGOCENTRISM

Design your own short spin (5-8 minutes) about how the pre-school child sees the world, giving some developmental details. He's moving away from mother, gaining independence, showing curiosity about the way things work. Fraiberg (The Magic Years), Erikson (Childhood and Society), and Pulaski's summary of Piaget are helpful here (see Recommended Reading and Additional Reading in the Appendix). Egocentrism is the child's tendency to see the world from the vantage point of himself as the center.

C. FILMSTRIP: INVESTMENT IN COMMUNICATION

As you watch this filmstrip, look for how the child perceives and understands things, and how this is relayed in his communication with adults. The following can be discussed after viewing the filmstrip:

1. Where did you see evidence of the child understanding things differently than the adult?

2. Where did you see evidence of the child's egocentrism?

3. Where have you seen examples of this in others? In social situations?

D. FILMSTRIP: ANGER AND SADNESS

This filmstrip portrays the development of feelings in the young child, particularly those of anger and sadness. Discuss the following after viewing the filmstrip:

1. What scenes of anger do you remember?

2. Where, recently, have you encountered an angry child? As you reflect on it, why was he angry? How did adults deal with it?

3. What scenes of sadness do you recall?

4. What are some occasions that have prompted children you know to sadness? How have adults dealt with it? How would you want to deal with it?

5. What is the main thing children need to understand about their feelings of anger and sadness?

SESSION 3: THE WORLD OF THE PRE-SCHOOL CHILD

E. SHORT BREAK 5 - 10 MINUTES

F. WORKSHOP: DEALING WITH FEELINGS OF YOUNG CHILDREN

The purpose of the workshop is to reveal that everyone, including young children, experience and express the whole range of human feelings, including anger, grief, and sadness. Participants are challenged with learning how to recognize feelings of children in various everyday situations, and with considering alternative ways on how to best help the child to handle his feelings.

1. Break into approximately 5 groups (about 4 in a group).
2. Give each group a paragraph describing a situation (they range from school to home to day camp settings). See Appendix.
3. Have the group discuss how they would best handle the situation from the point of view of what the child needs.
4. Ask each group to spend 5 minutes deciding how to dramatize the situation for the whole group.
5. Choose one person in each group to serve as the director-announcer.

G. REPORTING SESSION: ROLE-PLAYING THE SITUATIONS

1. Ask each group to dramatize their skit. If a group is not ready, move on and come back to them later.
2. Ask those in the audience to comment on what they felt the adult(s) in the situation were out to do.
3. Ask those who played roles of adults what they were out to do in that situation (sometimes this varies with what was perceived by those watching).
4. Ask those in the audience: Would you do the same thing or something different? Why?

H. REFLECTION ON THE SESSION AND SEND-OUT

1. What did you find helpful about what we did today?
2. Where were you surprised? Caught up?
3. What would you like to know more about?
4. What insights will you take with you into a situation where you are helping children?

SESSION 4: PRACTICAL LAB I: SKILLS AND SAFETY

SESSION OBJECTIVES

1. To walk through skills that can be used with young children and offer trainees a chance to try using them in group situations.

2. To introduce imaginative methods for the teaching of necessary information.

3. To underscore the fact that young children have feelings that need to be honored, and that children grow through being allowed to make decisions in the process of play.

MATERIALS NEEDED

BOOKLET. Doing Things (Exploring Childhood)

FILM. Little Blocks Movie Projector

PAMPHLET. Child Safety is No Accident

Puppets and Cardboard Stage

Children's Story Books

Record Player or Tape Recorder for Music

Scarves, simple objects for musical accompaniment, paper, pencils

SESSION OVERVIEW					
OPENING	THE PRACTICAL LAB		B R E A K	FILM + DISCUSSION (ALL)	REFLECTION + CLOSING (ALL)
CONTEXT (ALL)	WORKSHOP (SMALL GROUPS)	REPORTS (ALL)			
5 Min	30 Min	20 Min	5	25 Min	10 Min

SUGGESTED PROCEDURES

A. OPENING CONTEXT

1. Today we're going to have a lot of fun. We're going to have a Practical Lab, which means we'll all of us will have a chance to "get on our feet" and try our hand at leading various activities that we will likely find ourselves using soon in working with children.

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2. Later, we'll look at a short film of some people your age who were trying out some activities in a day care center with 3 and 4 year olds.

3. Then, we'll take some time to reflect on some of the typical difficulties encountered in working with young children.

B. THE PRACTICAL LAB WORKSHOP

We have outlined here 5 different activity groups based on the suggested activities in Doing Things (see Materials Used in the Appendix). Reference pages are listed after each activity.

1. Break into 5 groups (3-5 members in each).

2. Each group will have a group leader (staff) who will introduce the activity, describe what tasks the activity is helping children with, needed materials, how to get children involved, etc.

3. Group leader, instead of leading activity himself (unless it needs demonstration like a craft or art activity) asks who would like to try leading the activity. The rest in the group take the role of children. Rotate leadership to all group members if possible.

4. Suggested groups:

    * Music: teaching songs to children, using simply made objects for accompaniment (pp. 10-14).

    * Dance: using props like scarves, pantomime dancing, to music accompaniment (tape recorder or record player) (p. 14).

    * Simple Puppet Show: encouraging children to use their own imagination and take new roles (pp. 31-33).

    * Simple Drama: using this art form to teach safety skills (use pamphlet, Child Safety is No Accident, Prudential Health Series).

    * Story Telling and Story Writing: many emotions can be recognized and dealt with through this medium (pp. 30-31).

5. Have group members reflect on taking the lead role and on being the one taught.

SESSION 4: PRACTICAL LAB I: SKILLS AND SAFETY

C. PULL-TOGETHER: REPORTS

1. Have each group dramatize or give a short demonstration of the activity they had worked on.

2. After each presentation (limit to 3-4 minutes), ask what the group found as the key to leading that activity.

3. Ask the total group what they would anticipate in teaching this activity to children.

D. SHORT BREAK 5-10 MINUTES

E. FILM: LITTLE BLOCKS

You might ask half of the group to pay particular attention to the 4 year old boy, assessing his feelings and needs in this play situation. Ask the other half to concentrate on the young man working with the boy, assessing what he is trying to do, and how he goes about doing it.

The following can be discussed after viewing the film:

1. Ask participants to recall the main events of the film.

2. What did the little boy need from the adult in this situation? How did he feel about the way things went?

3. Let's look at the student helper for a minute. How would you describe his approach?

4. What would you say his difficulty was?

5. What other approaches might he have used in helping the little boy build a house?

6. (OPTIONAL) If you have time, you might want to ask two participants to stage an alternative role-play of this same situation. See if the little boy reacts differently. Ask those watching what they felt made for the difference in the little boy's reaction.

F. CLOSING AND SEND-OUT

1. Hand out a copy of the pamphlet, Child Safety is No Accident for each participant to take home.

2. Mention what Session 5 will be about: The school-age child (Latency).

3. Send out participants to continue thinking about what the needs of the child are in situations where adults are in a helping role.

SESSION 5: THE ADVENTURE OF LATENCY

SESSION OBJECTIVES

1. To familiarize students with the developmental stage of Latency or the school age child between age 6 and 11, and with what can be expected in working with children of this age.

2. To introduce concepts of Sibling Rivalry and Peer Group Loyalty, and to give participants a chance to look for these in films and role-playing situations.

3. To continue the focus on recognizing children's feelings and helping children to express their feelings appropriately.

MATERIALS NEEDED

1. FILM. At the Doctor's
2. FILMSTRIP. Forcing a Child to Fail
3. Film Projector
4. Filmstrip Projector
5. (Optional) Paper and pencils

SESSION OVERVIEW				
OPENING SPIN: LATENCY (ALL)	FILMS + DISCUSSION (ALL)	BREAK	WORKSHOP: 2 ROLEPLAYS (2 GROUPS)	REFLECTION + CLOSING (ALL)
10 Min	35 Min	5	35 Min	10 Min

SUGGESTED PROCEDURES

A. OPENING SPIN: LATENCY

Design your own short spin on the highlights of this developmental stage. The following images may be helpful: 1) This is a period of relative tranquility between the turmoil of the stages of pre-schooler and adolescent. 2) Systematic learning takes place, as this is an age of exploration, adventure, expanding horizons. 3) The child moves away from egocentrism and family to strong peer group identification (those of same sex). 4) Early in latency, the child is learning a myriad of new roles. 5) 'Helping mother' is replaced by attitudes of competition and often intense sibling rivalry develops. (See Mussen, et. al. and Pulaski in Additional Reading in Appendix for helpful material.)

B. FILM: AT THE DOCTOR'S

Have students look for the different feelings of mother, Jill, and Mark about the new baby sister as they view the film. The following questions can be used for discussion afterward:

1. How does Jill respond to her baby sister? To Mark? To her mother?
2. How does Mark respond to the same situation?
3. What differences do you notice in how Jill and Mark express how they feel?
4. Where did you see examples of sibling rivalry?

C. FILMSTRIP: FORCING A CHILD TO FAIL

Have students look for the expectations adults have for the children in this filmstrip, and how these affect the child. Here are sample questions for discussion afterward:

1. What expectations did you observe adults having for children in the several scenes? How were these communicated to the children? What did the child understand?
2. Where did you observe adults expressing how they felt? Where did you observe children expressing feelings?
3. Is it wrong to express feelings? Are there certain ways of expressing feelings that are more helpful than others? Try to get examples from participants' own experiences.

D. SHORT BREAK 5-10 MINUTES

E. WORKSHOP: 2 ROLE-PLAYS THAT DEAL WITH CHILDREN'S FEELINGS

1. Divide the group into two smaller groups, each having a leader. See Appendix for role-play, Homecoming of Baby Brother. Each group works with the same role-play. Describe the situation and ask for volunteers for the various parts.
2. Each player gets a short briefing of his own, and learns at what point he comes on-stage in the role-play. Allow 5-8 minutes for group to stage their presentation. Those not in the role-play will be asked to look for one of the following: 1) examples of sibling rivalry; 2) peer group loyalty; 3) examples of feelings expressed openly and not openly.
3. Ask for the first role-play presentation and then discuss in terms of the above. If necessary, brainstorm other ways the situation could have been handled, have role-players try out the alternative. Proceed the same way with the second group.

SESSION 6: ADOLESCENCE: THE IDENTITY STRUGGLE

SESSION OBJECTIVES

1. To clarify the tasks of adolescence from a developmental point of view.
2. To allow participants a chance to articulate what they feel to be the overriding issues of adolescence.
3. To look at adolescence from the vantage point of another culture.

MATERIALS NEEDED

1. FILM. Girl of My Parents
2. Film Projector
3. Wall chart paper (4 large sheets)
4. Note paper, pencils, magic markers

SESSION OVERVIEW					
READINGS + DISCUSSION (2 GROUPS)	SPIN ON ADOLESCENCE (2 GROUPS)	BREAK	WORKSHOP: ISSUES (4 GROUPS)	REPORT + REFLECTION (ALL)	FILM + DISCUSS (ALL)
25 Min	10 Min	5	30 Min	10 Min	20 Min

SUGGESTED PROCEDURES

A. READINGS ON ADOLESCENCE BY ADOLESCENTS

This is best done in two groups if there are more than 12 students. Using the excerpts from Diary of a Young Girl and The Me Nobody Knows (see Sample Materials Used in Appendix), ask for volunteers (or ask participants ahead of time) to read just a paragraph at a time. You might want to read a paragraph also. Have students reflect on what being an adolescent means, according to these young writers. What are their major concerns? Their hopes and dreams?

Ask students where they heard a description of feelings about oneself. Where did you hear anger at one's parents? At oneself? At the world? Where do you see these same concerns expressed today? (You may want to say a word about the adolescents who wrote these excerpts, Anne Frank and high school youth in Harlem.)

B. SPIN ON ADOLESCENCE

This can be an outgrowth of the previous discussion without a real transition. As you talk a bit about adolescence and what some people have said about it (Erik Erikson and Margaret Mead, for example), try to allow this spin to be a back and forth dialogue between you and the participants. You will want to touch on adolescence as a physiological, a psychological and as a social happening. Erikson defines the task of adolescence as that of achieving a sense of personal identity. If this is not attained, he says, the adolescent faces role confusion. Erikson defines identity as the capacity to integrate different images of oneself into a whole that makes sense and that shows continuity with the past while preparing for the future..."to see oneself as having continuity and sameness, to develop consistent feelings, actions and reactions." (Josselyn, The Adolescent and His World also offers helpful insights.)

C. SHORT BREAK 5-10 MINUTES

D. WORKSHOP: ISSUES FACING ADOLESCENTS

Context the workshop with the total group and then break into 4 small working groups. Give each group a question on the ISSUES FACING ADOLESCENTS. We chose to vary the question slightly with each group, to make some comparisons during the reporting session. Group 1 was asked the question for adolescents in general; Group 2 was asked the question from the male point of view; Group 3 was asked for the issues facing adolescent girls; and Group 4 was asked for issues facing Black adolescents. Groups 2 and 3 were composed of all boys and all girls, respectively. The other groups were mixed.

A list of responses of each of the four groups is located in the Appendix.

1. Send each group off separately with their assigned question. Ask them to talk over the issues as a small group. You may want to give them note paper and pencils to write down their ideas.

2. Ask the group to look over their brainstorm data, and come to a consensus on what they feel are the most important issues. Have one person in the group write these on the large wall chart for the reporting session.

E. REPORTS AND REFLECTION

1. Have the small groups gather together where they can all take a look at the four wall charts with the issues listed. Do not mark the charts with the different titles.

2. Ask the group where they notice similarities. Where do you see differences? What are the arenas of greatest concern? Explain that you asked 4 slightly different questions. See if they can establish which set of issues goes with each question. Discuss implications.

F. FILM: GIRL OF MY PARENTS

This film provides an effective transition from this session to the following one on the family. Though her culture and life style are quite different from ours, this Israeli girls shows the same concerns of adolescence we have just been talking about. Here are some questions for discussion:

1. How does her society differ from ours regarding expectations for adolescents? Regarding the family?
2. Where do you see similarities regarding adolescence? The family?
3. What primary values has she taken from her family and from the kibbutz?
4. How do you suppose our own society affects our values as adolescents?

G. ANNOUNCEMENTS AND SEND-OUT

1. Mention that our next session will be about The Family.
2. Make any other necessary announcements.
3. Send group out.

SESSION 7: THE FAMILY THROUGH THE ADOLESCENT'S EYES

SESSION OBJECTIVES

1. To identify various family structures.
2. To articulate the roles, tasks and needs of families.
3. To gain some clarity in the process of family decision-making.

MATERIALS NEEDED

1. Blackboard
2. FILM. Around the Way With Kareema
3. HAND-OUT. Two Role Plays (in Appendix)
4. POSTER. Family Structures

SESSION OVERVIEW				
CONVERSATION: WHAT MAKES A FAMILY (ALL)	FILM + DISCUSSION (ALL)	BREAK	WORKSHOP: DECISION MAKING (2 GROUPS)	REFLECTIONS + CLOSING (ALL)
20 Min	25 Min	5	25 Min	10 Min

SUGGESTED PROCEDURES

A. BRAINSTORM TYPE, TASKS, AND NEEDS OF FAMILY

1. Put up chart on board without filling in:

Types of Family	Roles/Tasks	Needs

2. List types of families, getting the data from the students. After looking at poster, see which ones might have been missed eg.: single parent, extended, etc.

3. List roles played by family members - the tasks they do eg., mother-caretaker, father, wage earner.

   Suggested Question: What roles most easily rotated; what roles most valued?

4. What are important needs people have in families eg., support, love etc.

5. Some comments should be made about family relationships and include aspects of family life such as balance, favorites, sibling rivalry, and family rules.

B. MOVIE: AROUND THE WAY WITH KAREEMA

CONTEXT FOR DISCUSSION

Divide the group into 4 sections asking each to see the movie in one of the following ways.

1. Look for Needs of family members: How are they met? Who meets them?
2. Look for Tasks of each member; are they clearly defined?
3. What are the major values expressed in movie? (i.e. responsibilty) How is that important in families?
4. Look for how family decisions are made.

C. BREAK ... 5-10 MINS.

D. WORKSHOP - DECISION MAKING ROLE PLAYS

Prepare and present role plays to whole group. Hand out individual sheets (See Appendix).

1. Group I: FAMILY MEETING ABOUT DAD'S NEW JOB

   Group II: MOLLY HAS LEUKEMIA
2. Suggested questions to discuss:

   *How would you describe the decision-making process here?

   *Where did you see people's needs being met? Unmet?

   *What suggestions might you make to that family about how to deal with their situation?

E. REFLECTIONS

1. What did you realize today about being a family?
2. What insights will you take with you to day care center?
3. How did playing a role change your perspective?

SESSION 8: PRACTICAL LAB II

TEACHING & GROUP LEADERSHIP METHODS

SESSION OBJECTIVES

1. To give participants a chance to plan and practice teach some activities they will soon be using with children.

2. To introduce students to some methods involved in planning, in teaching, and in group leadership.

MATERIALS NEEDED

1. FILM. Broken Eggs
2. Film Projector
3. Activity Planning Sheets (Appendix)
4. Notes on Working with Children (Appendix)

SESSION OVERVIEW					
SPIN: KIDS ARE A CHALLENGE	THE PRACTICAL LAB				FILM + DISCUSSION
	DIALOGUE	DISCUSS	PLAN	REPORT	
(ALL)	(ALL)	(GROUPS)	(GROUPS)	(ALL)	(ALL)
15 Min	15 Min	10 Min	20 Min	15 Min	25 Min

SUGGESTED PROCEDURES

A. SPIN: KIDS ARE A CHALLENGE

This is a break-open conversation meant more to set the mood than to impart a lot of information. Use a few illustrations from your own experience in working with children that show how certain methods are needed as well as good intentions. Refer back to Notes on Working with Children (in Appendix, Sample Materials, Session 1). Walk through the main points on this sheet, and pull in the group's experience, asking students, where have you seen a situation like this?

B. THE PRACTICAL LAB: DIALOGUE

The Lab will ask participants to plan activities for 4, 7, and 11 year olds, both individual and group events. This dialogue between leader and students will create a chart on the blackboard that shows the interests and abilities of 4, 7, and 11 year olds for individual and group activities. This will be left on the board for reference during the rest of the session.

	INDIVIDUAL	GROUP
4 yr. old		
7 yr. old		
11 yr. old		

SESSION 8: PRACTICAL LAB II

TEACHING & GROUP LEADERSHIP METHODS

Questions to ask for each age group:

* What can they do?
* What do they like to do?
* What do they like to do alone?
* What are their favorite group activities?

C. THE PRACTICAL LAB: DISCUSS IN SMALL GROUPS

Break into smaller groups if possible and discuss the following:

1. Get out examples of where they have worked with children, both individually and in groups. Include informal and at-home situations too.
    * Where did you meet with success?
    * Where did you encounter difficulties?
    * Take someone's example of a difficulty. What was going on there in your opinion?
2. Shift the discussion to focus on the students in the role of the helping person:
    * What are some of the qualities you need to be in the role of a helping person?
    * How might you need to be different in this role than when socializing with your peers?

D. THE PRACTICAL LAB: PLANNING ACTIVITIES FOR CHILDREN

Pass out an Activity Planning Sheet (in Appendix) to each student. Walk through how to use it, perhaps showing one that has been filled out. Ask one group to plan for 4 yr. olds, one for 7 yr. olds, etc.

1. Each small group will select an activity (individual or group) which they feel appropriate for the age of child assigned to them. They will talk through the steps in planning this activity, and finish out the Activity Planning Sheet on their own.
2. After a few minutes of individual work, ask the group to come back together, compare notes on how they plan to lead or teach the activity, and prepare a short report or role-play (of leader teaching that activity) for the reporting session.

E. THE PRACTICAL LAB: REPORT SESSION

Ask for reports from each group. Have them reflect: * What the child needs from you; * Difficulties you anticipate; * How would you unblock a difficult situation in leading this activity?

F. FILM: BROKEN EGGS

View this film from two vantage points, each person is a 1 or 2. Group 1: You are the child. Put yourself in his shoes. What do you want to do? What are your needs? Why do you react the way you do? Group 2: You are the helper. How do you perceive this child? What do you want to see happen here? How do you feel about the outcome? What might you do differently next time?

SESSION 9: LIFE STYLES I: FIELD VISIT TO PUBLIC PARK

SESSION OBJECTIVES

1. To expose participants to the variety of styles of parent-child interaction, and to discern which approaches are more helpful to the child.

2. To observe at close range the skills that children use in play and peer relationships at various stages of development.

MATERIALS NEEDED

1. Money or other arrangements for travel and snacks.

2. Format for group observation and discussion.

3. (Optional) One page hand-outs of "Things to Look For" so students can take notes on their observations.

SESSION OVERVIEW

CONTEXT + TRAVEL	PLAYGROUND OBSERVING			SNACK	GROUP DISCUSSION		
	Mothers + Infants	Mothers + Pre-Sch	Latency Age Children		Skills at Diff. Levels	Parent + Child Interact'n	Children's Peer Relations
30	40			10	25		

SUGGESTED PROCEDURES

A. GATHERING, CONTEXT AND TRAVEL:

1. It is probably best to gather at your regular training site at the outset, unless the park or playground you plan to visit is within easy access for everyone, and they all know how to get there.

2. If possible, aim to have a group leader for every 8 participants on the field trip. Travel to the selected site as a group.

3. Divide participants into 3 observation groups, preferably before you leave. Assuming that there is a full range in age of children at the park, have Group 1 observe mothers who are with very young children, up to age 2. As Group 2 to focus on parents (or siblings) who are with pre-school children. Have Group 3 look for latency (school age) children involved in group activities or sport games.

SESSION 9: LIFE STYLES I: VISIT TO PUBLIC PARK

4. Have each group look for the following in observing children at play:

    1. The skills of children that age
    2. The parent-child interaction (especially Gr. 1 and 2)
    3. The child's interaction with other children (especially Group 3)

5. (Optional) You may want to hand out paper and pencils for taking notes with the 3 categories listed above.

B. PLAYGROUND OBSERVATION:

Allow 30 - 40 minutes for observation. You may want to take a short break during this time and allow for a 10 minute snack. Encourage some dialogue in the 3 groups as they observe.

C. GROUP DISCUSSION:

Find a place where your 3 observation groups can come together for a group discussion on what they observed. Here are some suggested questions:

1. What did you notice about the skills of children you observed? Compare the different age groups. What social skills did you see them using? Compare these also.

2. Tell us about some of the parent-child interaction you observed. Where did you see helpful interaction? Where did you see unhelpful interaction? How were conflicts handled? (Mainly Groups 1 and 2 will answer).

3. Share some observations you made of children interacting with other children. Where did you see helpful interaction? Where did you see unhelpful interaction? How were conflicts handled?

4. Pick out one of the situations you observed. If you were the parent or the helper, how would you want to deal with that situation? What can the child learn from this situation?

D. ANNOUNCEMENTS AND SEND-OUT:

1. Everyone should bring Field Work Activity Sheets, signed by field work supervisor, next week. We will want to talk about some of these experiences.

2. Our next session will be a field visit of another kind. We'll start out at the training center.

SESSION 10: LIFE STYLES II: ETHNIC NEIGHBORHOOD VISIT

SESSION OBJECTIVES

1. To become more fully aware of some of the various styles of life within the city.
2. To offer a way of reflecting on one's own life style by enountering another.

MATERIALS NEEDED

1. Money or other arrangements for travel and snacks
2. Format for observation and conversation

<table>
<tr><th colspan="8">SESSION OVERVIEW</th></tr>
<tr><td rowspan="3">CONTEXT
+
TRAVEL</td><td colspan="3">OBSERVING</td><td rowspan="3">SNACK</td><td colspan="3">GROUP DISCUSSION</td></tr>
<tr><td>ECON 1</td><td>POLIT 2</td><td>CULT 3</td><td>ECON 1</td><td>POLIT 2</td><td>CULT 3</td></tr>
<tr><td colspan="3">GIFTS/PROBLEMS</td><td colspan="3">CONTRASTS/SIMILARITIES</td></tr>
<tr><td>30 Min</td><td colspan="3">45 Min</td><td>10</td><td colspan="3">25 Min</td></tr>
</table>

SUGGESTED PROCEDURES

A. PLANNING YOUR FIELD TRIP

Since the aim is for your participants to experience another culture, — one with which they have had relatively little contact, you will probably want to ask for their participation in selecting the neighborhood you will visit. Try to select a neighborhood which most participants have not visited.

B. GATHERING, CONTEXT AND TRAVEL

1. To avoid confusion, you will probably want to start out by gathering at your regular meeting place.
2. Divide participants into 3 groups; each group will put on a special "set of glasses" and look through them as they trek to the host neighborhood.

3. Ask Group 1 to put on their "Economic glasses"...they will look at the economic life of the community...at what people do for a living, at the resources at hand in the community (natural, technological, and human skills), and at how the resources seem to be distributed. They will note economic gifts and problems of the community.

4. Group 2 will put on "Political glasses"...looking at how decisions are made, where people gather together in the neighborhood, noting any political and social agencies, and for evidence of how the community keeps order and security. People in this group might want to talk with a policeman or stop at a community center. They will note political gifts and problems.

5. Group 3 will put on "Cultural glasses"...looking for cultural traditions and values held by the local people, the styles of worship, the ways people celebrate and use leisure time, the language(s), food, family styles, and modes of education.

6. OPTIONAL BUT RECOMMENDED: Pass out a sheet for note-taking to each participant, listing things you want them to look for. You would need to make up 3 lists, one for each group.

7. Travel to your destination as a group. Try to have one leader for every 8-9 participants.

C. STOP FOR A SNACK

As you are getting ready to gather back together for your group discussion, try to find a snack shop where one can inexpensively sample the local food. Take 10 minutes for a "stand up" snack.

D. GROUP DISCUSSION

The following suggested questions are aimed at allowing people who have been on their particular "scavenger hunt" to contribute to recreating a whole montage of the life seen in this community. Add your own questions, or shorten to suit your taste.

CULTURAL LIFE QUESTIONS:

1. What did you discover about the cultural life of this neighborhood?
2. What did you discover about the traditions and values of the people here?
3. What kinds of food are served? What family styles did you see? How are children treated? How are old people valued?
4. What about religious life...what expressions do you see?
5. How do people here celebrate? What events do they celebrate? How do they use their leisure time?

SESSION 10: ETHNIC NEIGHBORHOOD VISIT

6. What languages are spoken? Did you notice any ties (newspapers, etc.) with their country of origin?

POLITICAL LIFE QUESTIONS:

1. Where are some of the gathering places in this community?
2. How do decisions get made in this neighborhood?
3. What role do the elders of this community seem to play?
4. How does this neighborhood provide law and order?
5. What government and social agencies did you find? What did these tell you about this community?
6. Do the local people seem to have a say in how things go?
7. What problems, if any, did you notice? What helpful things?

ECONOMIC LIFE QUESTIONS:

1. What kinds of work do you see people doing in this neighborhood?
2. What kinds of shops, business or industry are here?
3. What are some of the resources this community has? Did you notice a lack in any obviously needed resources?
4. What kinds of housing did you notice? Did you notice any new construction going on in the neighborhood?
5. What economic problem, if any, did you uncover?

Invite comments on the contrasts and similarities seen here with participants' own neighborhoods.

SESSION 11: PROBLEM PATTERNS

SESSION OBJECTIVES

1. To give participants some understanding of unusual, atypical or abnormal development, what it looks like, and some of the current thinking on causes.

2. To describe some interventions and attitudes that would be beneficial for such a child.

3. To help participants deal with their own feelings about working with youngsters whose abnormalities are apparent.

MATERIALS NEEDED

1. FILM: Sarah has Down's Syndrome

2. BOOKLET: No Two Alike

SESSION OVERVIEW

SPIN: UNUSUAL DEVELOPMENT (ALL)	FILM & DISCUSSION (ALL)	BREAK	CASE STUDIES READ EVALUATE (3 groups)	PULL TOGETHER IDENTIFY HIGHLIGHT (ALL)
20 min.	20 min.	5	35 min.	10 min.

SUGGESTED PROCEDURES

A. SPIN ON UNUSUAL DEVELOPMENT

The booklets, No Two Alike and No Two Alike, Teacher's Guide are excellent for planning this spin and for later workshop material. The leader's presentation should include the following:

1) NORMAL DIFFERENCES IN DEVELOPMENT
Some children develop faster than others, and there are sex differences, e.g., boys develop more slowly than girls, initially. Ask what differences in rate of development they have observed.

2) PHYSICALLY BASED PROBLEMS
Mention common congenital malformations, such as Down's Syndrome, Cerebral Palsy, and ask group to describe abnormalities they have dealt with or noticed. Mention Dyslexia, Autism, hearing, speech.

3) ENVIRONMENTALLY BASED PROBLEMS
Mention emotional illnesses, neurosis and psychosis (if you mention these, try to give an illustration), neglected and abused children, and children born addicted.

NOTE: The above material is extremely complex and difficult so that recognition of some of a few of these terms would be all that could be expected.

4) WHAT A CHILD NEEDS FROM HIS ENVIRONMENT
This should be directed to the students and a list made of the physical and emotional imperatives of a child. (Some of this will recap material covered in earlier sessions).

Should include - food, shelter, emotional support, stable figures in home, intellectual stimulation.

5) TRAUMATIC EVENTS FOR A CHILD
Ask the group to compare following events for a 4 year old - 11 year old.

a) Having physical needs ignored
b) Loss of sibling from home
c) Continual parent conflict
d) Separation from one or both parents

B. FILM: SARAH HAS DOWN'S SYNDROME:

The following suggested questions can be used for discussion:

1) What did you feel like seeing Sara?
2) Have you ever seen/known a child like this? (or w/other special needs?)
3) How did parents respond to Sara?
4) How might other parents have responded to Sara?
5) Suppose you met a child similar to Sara. What would be some special needs you'd want to take into consideration.

C. TAKE A 5 MINUTE BREAK

D. WORK SHOP: CASE HISTORIES:

DIVIDE INTO 3 GROUPS - USING BOOKLET "NO TWO ALIKE"

Group 1....Sara Sibley - page 43
Group 2....Jeffy Conrad - page 44
Group 3....Charlie O'Oneil - page 56

Use their suggested Discussion Material.

E. PULL-TOGETHER AND REPORTS:

Two reporters from each group give highlights from each case to whole group and question period open to floor and leaders.

SESSION 12: PRACTICAL LAB III PROBLEM SUTIATIONS AND DISCIPLINE STRATEGIES

SESSION OBJECTIVES

1. To identify problems encountered when working with children and how these were dealt with at the time.

2. To introduce some new and perhaps more effective modes of disciplining children related to the causes of the misbehavior. These will be enlarged upon in Session 15.

MATERIALS NEEDED

1. PAMPHLET: Lying and Stealing

2. BOOKLET: What About Discipline

SESSION OVERVIEW			
CONVERSATION: PROBLEM SITUATIONS- CURRENT STRATEGIES (2 GROUPS)	BREAK	WORKSHOP: CAUSES OF MISBEHAVIOR AND NEW STRATEGIES (4 GROUPS)	PULL TOGRTHER REPORTS (2 GROUPS)
20 Min	10	35 Min	25 Min

SUGGESTED PROCEDURES

A. HAVE A CONVERSATION BRINGING IN AS MANY OF THE PARTICIPANTS AS POSSIBLE

1) Elicit kinds of problems encountered in:
   a) Day Care - Field Site
   b) Home - siblings other family members
   c) Street

2) Elicit kinds of possible solutions - or discipline used. Discuss how effective these were.

3) Raise the following as problems:
   a) Children getting clothes dirty playing.
   b) Sucking thumb.
   c) Child spills milk accidentally.
   d) Hits back when hit.

Ask if these are considered misbehaviors - at home - at field-site. Get some attitudes of students on these issues.

4) Have general discussion of above points stressing the use or lack of usefulness of traditional methods of discipline.

SESSION 12: PRACTICAL LAB III
PROBLEM SITUATIONS
AND DISCIPLINE STRATEGIES

B. A DISCUSSION OF SOME NEW WAYS OF COMMUNICATING FEELINGS ABOUT NEGATIVE BEHAVIOR

1) Instead of using evaluative words such as good or bad it is often much more useful and effective to describe what it is you like or don't like about a child's behavior. A typical way of commenting on behavior might be:
   "You are hateful to tease your brother."
   Such a remark makes a youngster feel bad about himself and hateful. If you say,
   "I feel angry when you tease John,"
   it's a clear statement of your feelings and not designed to insult.

   Sometimes even a positive comment such as "You're a good boy" after a child has cleaned his room might be meaningless. He might get a real understanding of what he's done if you were to say "I see you cleaned your room, organized your toys and picked up the books that must have taken a lot of effort.

2) "Active Listening"

   Another strategy of dealing with a young child is try and listen for the meaning behind his words. This is called by a well known practicing expert Charles Gorden - "Active Listening". It goes something like this:

   "You took the baby to the doctors and then bought him some clothes"
   Mother is really listening for what's behind those words
   "You think I care more about the baby than I do about you. What do you say we plan something special for just the two of us to do?"

   Another example:

   "Mom, I don't want to go to school tomorrow". The temptation would be to say - "Well you're going; you're not sick" - but one might just ask is there something the child is fearful about there, and try to help reveal what's behind the refusal.

3) Ask participants to walk through:
   a) A situation where they might have used evaluative words - and then to try description instead.
   b) Ask for examples of active listening.

4. It is important that you stress to students that when a child is called a bad child too often he begins to feel bad and act the part of the bad child.

5. Introduce the idea that behavior problems are best attacked from the child's point of view first. This will be a new idea to many but they can be reminded how they feel when they are involved with their own parents.

C. BREAK

D. WORKSHOP:

Causes of Misbehavior and Methods of Dealing with It

SESSION 12: PRACTICAL LAB III
PROBLEM SITUATIONS
AND DISCIPLINE STRATEGIES

1) Each of the larger groups break into 4 groups of 2-3 each.

2) Give out pamphlets and booklets.

Group I — Give pamphlet "LYING AND STEALING"
Ask group to summarize what to do when parent or child-care person is confronted with this problem.

Group II — Booklet - "WHAT ABOUT DISCIPLINE"
Have participants read page 7, "What's Discipline". [illegible] last paragraph - page 11 and next to last paragraph on page 12, and pages 13 and 15.
These are examples of causes - can you relate other causes from your Day Care Center?

Group III — What About Discipline?

What To Do When There's A Fight? page 25.

What To Do When A Child Spits? page 25.

What To Do About Kicking, Screaming, Etc.? page 26.

Suggested Question:
Discuss if that sounds helpful to you - do you think it would be hard?

Role Play: Two of the incidents for rest of group.
Does your Field Site teacher handle these problems this way?

Group IV — What About Discipline?

What To Do When A Child Bites? page 26.

What Do You Do With A Child Who Hits Other Children All The Time? page 27.

Suggested discussion: Discuss if these methods sound effective. How does site teacher handle these problems?

E. PULL TOGETHER

Have the four small groups report to each other - one person giving the answer to the summary question and each giving the causes of the misbehavior as they see it.

SESSION 13: VALUES CLARIFICATION

SESSION OBJECTIVES

1. To help student identify what is a value and how to arrive at their own.
2. To help participants arrive at decisions particularly in ambiguous situations.

MATERIALS NEEDED

1. Blackboard or Blank Wall Chart
2. RECORD: Lean On Me - sung by Tom Withers

SESSION OVERVIEW

INTRODUCE VALUE CHART	VALUE SONG + PERSONAL EXPERIENCE	BREAK	WORKSHOP IDENTITY VALUES	REPORT	FILMSTRIP SETTING GOALS
(ALL) 10 Min	(ALL) 20 Min	5	(4 GROUPS) 25 Min	2 GROUPS 10 Min	(ALL) 20 min

SUGGESTED PROCEDURES

A. WHAT IS A VALUE

1. Solicit group members' comments as to what they think a value is.
2. Put up following chart:

WHERE YOU SEE VALUES

goals or purposes
aspirations
attitudes
interests
feelings
beliefs/convictions
activities-worries-problems

CRITERIA FOR VALUES

CHOSEN: 1) freely
2) from alternatives
3) considering consequences
PRIZED: 4) cherished
5) publicly affirmed
ACTED UPON: 6) repeatedly in life
7) consistently

A value is only considered so if it meets all 7 criteria. If it meets only some of these, it is considered a "value indicator".

3. Go over chart with group using values mentioned by participants.

B. VALUE SONG

1. Explain Task to group; they should pick out values and value indicators in song then apply to value frame work.

2. Ask them to personalize by seeing if they agree with the values and give, if possible, a like experience from their own life.

3. Some of the values or indicators in the song are: Brotherhood; Friendship; Many needs can only be filled interdependently; Difficulties are a part of living; Helping others.

4. Show how there are values in the way we work together in a group; attention to each person acceptance of group members and appreciation of participation. These can be highlighted in trainer's own behavior.

C. BREAK

D. VALUE SITUATION

1. Divide into 4 groups with 2 groups getting the same situation - have a leader for each group.

2. Try to extract the values or value indicators inherent in the situation; these can be role-played by the group.

SITUATION I: You are asked to have a party at your house - since it's known your parents are good sports about the kids coming over - parents say yes but you know the rules - NO DRINKING. The most popular person brings a bottle. What should you do? Parents are in next room.

Values which could be identified: honesty - belief in temperance - respect for parents - pleasing peers/popularity - friendship - keeping a confidence - independence - conformity.

SITUATION II: You are saving up to go to college - it is agreed that you will pay for clothes and books. Parents will pay tuition and you'll split living costs. You have a chance to buy a whole bunch of stolen things and although you saved a lot this friend who tells you says these would be a great way to get more things.

Values to be looked for: honesty - property rights - economy - appearance - to be cool - conformity.

3. Each pair of I and II's come together and discuss what each found.

E. FILM STRIP

Whole Group

Setting Goals
Part I

There are questions posed in the film strip that should be answered by participants.

SESSION 14: FAMILY LIFE EDUCATION

SESSION OBJECTIVES

1. To understand the process of maturing from childhood to adulthood... physically, socially, and emotionally.
2. To assist both young men and women in developing an affirmative respect for their own sexuality.
3. To provide an opportunity for reflection on what it means to handle one's sexuality responsibly.

MATERIALS NEEDED

1. Guest Speaker
2. Wall chart paper, magic markers

SESSION OVERVIEW

WRITTEN QUESTIONS FOR GUEST SPEAKER (ALL)	GUEST SPEAKER: PRESENTATION + RESPONSES TO QUESTIONS (ALL)	BREAK	WORKSHOP: PROBLEM-SOLVING IN RELATIONSHIPS (3-5 GROUPS)	PULL TOGETHER: REPORTS + DISCUS'N (ALL)
5 Min.	45 Min.	5 Min.	40 Min.	15 Min.

SUGGESTED PROCEDURES

A. WRITTEN QUESTIONS:

Participants gather around refreshments and casual conversation. They are invited to write down any questions they would like answered at this session (without signing names)., Questions are gathered and given to the guest speaker.

B. PRESENTATION BY GUEST SPEAKER:

A guest speaker is recommended for this session, likely a health educator from an agency such as Planned Parenthood. This person is both anonymous to the group and used to talking with young people on questions about maturation and sexuality. He or she has factual information as well as an openness and objectivity in enabling discussion in the arena of sexuality. (Participants often feel freer to dialogue openly and honestly with someone they don't face in every session.)

C. SHORT BREAK 5-10 MINUTES (After guest speaker and discussion has finished)

D. WORKSHOP: ISSUES AND PROBLEM-SOLVING

This workshop aims at allowing participants to sort out the questions and dilemmas they face in building positive relationships with those of the opposite sex. We recommend that 3-5 small groups work on the workshop questions, and that they be homogeneous groups (all girls, all boys). The issues and suggested solutions will be printed on wall charts which will be used in the Pull-Together with the total group.

Suggested Questions for the Workshop Groups:

1. What qualities do you look for in a friend?

2. What are some qualities you want to develop further in yourself to be a good friend?

3. What are the major issues facing those of your own sex in building a good relationship with someone of the opposite sex?

4. Which of these issues seem to be common to both boys and girls?

5. If you have listed more than 3 issues under Step 3, decide as a group which 3 are the most crucial. Write them down on the wall chart for your group.

6. Brainstorm a list of creative solutions for each of these 3 issues.

7. As a group, select the most helpful solution for each issue and write it next to the issue listed on the wall chart.

8. As each group finishes their chart, designate a spot on the wall for the charts to be put up with masking tape.

E. PULL-TOGETHER: REPORTING

1. Have a group leader pull everyone together and read through the lists of issues and proposed solutions. Those who wrote the lists can thus remain anonymous if they wish.

2. Group leader then asks the group to begin looking for similarities, differences, and thinking through the proposals.

You might ask, for example:

- What issues are mentioned most often?
- What issues seem particular to young men? Young women?
- What issues surprised you?
- Which issues listed here had your group not thought about?
- Let's look at the proposed solutions. Where do you see similar ones? Unique ones?
- Pick a proposed solution or two and ask: How would you accomplish this? Would this solution adequately deal with the problem?
- From the issues and proposals listed by this group, where have you learned something new about what people of the opposite sex are concerned about? (Try to get answers from both boys and girls)
- What do you feel it means to use one's sexuality responsibly in a relationship? What would it mean to use it irresponsibly?

F. CLOSING AND SEND-OUT

1. Ask for volunteers (5 or 6) to help plan the final celebration (two weeks from now). Have a group leader meet with them for 10-15 minutes.
2. Make any other necessary announcements.
3. Send the group out to continue their own thinking through the issues brought out in the workshop.

NOTES TO THE LEADER ON THIS SESSION

It is helpful to have a session on VALUES and DECISION-MAKING prior to this one, in order to establish a context for balancing freedom and responsibility in deciding about matters concerning relationships with the opposite sex.

While it is unhelpful to try to impose your value system on the participants, you want to offer them a framework for them to articulate and reflect on their emerging values in this arena.

NOTES TO THE LEADER, CONTINUED

It is wise to take some time to walk through the total session with the guest speaker, so he (she) sees what you are out to do with the group and how his presentation fits into the whole.

> The basic aim of the guest presentation is to offer objective data...to allow participants to understand what can be expected in physical, emotional and social changes in the transition to adulthood.
>
> The aim of the workshop is subjective...to allow participants to make decisions in relation to the questions and dilemmas that each young adult faces.

SESSION 15: COMMUNICATION SKILLS WORKSHOP

SESSION OBJECTIVES

1. To help participants recognize that they, their parents, and everyone uses methods of communication, and to examine how we react to these.

2. To introduce a set of new communication methods based on the book Liberated Parents, Liberated Children, by Adele Faber and Elaine Mazlish, and allow students to try these out in various exercises.

MATERIALS NEEDED

1. Book. Liberated Parents, Liberated Children.
   All leaders read and discuss together Chapters 1-4.

2. Hand-out. Six Communication Skills (in Appendix)

3. Leader's Sheet. Communication Methods of the Past (in Appendix)

4. Hand-out. 3 Problem-solving Situations (in Appendix)

5. Hand-out. Applying Communication Skills (in Appendix)

6. Wall Chart. Paper, magic markers

SESSION OVERVIEW

Context		Workshop		
Methods & Responses of the Past (All)	Six Communication Skills (All)	3 Problem-solving Situations (Small Groups)	Applying Communication Skills (Small Groups)	Report (All)
20 min.	20-25 min.	20 min.	20 min.	10

SUGGESTED PROCEDURES

A. METHODS AND RESPONSES OF THE PAST:

1. Start by asking the group what methods parents and adults use to do things. You might ask them to remember how adults got them to do things when they were children.

   Make a chart, using group's input, that looks like this: (Put up on wall)

Methods	Reponses
Threaten him	Anger, Revenge
"You know better than that"	Guilty, embarrassed

"Who did it?"	Scared, denial
Command	Cornered, angry
Punishment	Humiliated

2. Walk back through each method they have listed, and ask, "how did did that approach make you feel?" List these across from the method.

3. Dramatize These...Walk over to someone and give him a loud command. Ask him how that made him feel. Was he going to do what you commanded? Dramatize other methods given by participants and ask them for their feeling reaction.

4. Underscore that you can get results by using these methods, but the child often pays high price...feels humiliated, angry, revengeful, and learns to think of himself as inadequate to make his own decisions. The adult pays a price in this relationship too... his anger is mobilized, he becomes emotionally drained, and he gains mostly reluctant cooperation from the child.

B. WALKING THROUGH THE SIX COMMUNICATION SKILLS:

1. Pass out this sheet to each participant. Offer a context something like this:

> We need to recognize that both counselors and kids respond to everyday events with feelings. Feelings aren't good or bad, feelings just are. In problem situations its best to try and name which feelings you see being demonstrated. Rather than calling someone a name, humiliating him, or putting him down.

2. Walk through the 6 skills and examples. If you are limited on time, skip #6 ("erase and start again") and concentrate on the first five skills.

3. Give some examples of your own for each skill. Ask participants to think of some examples.

C. THREE PROBLEM-SOLVING SITUATIONS:

1. Divide into smaller groups of 5-6 participants each. Each small group will need a staff leader.

2. You may want to pass out this hand-out to each participant, or you can simply use the sheet yourself and describe the situations first, to one student you have selected to leave the room, and then to the rest of the group. Follow the instructions on the sheet.

3. While the"student with the problem" is out of the room, ask the rest of the group to think of what this person needs to hear, and have each one come up with a phrase or sentence. Refer them to the "6 skills."

4. When the selected student returns to the group, have him describe his dilemma to his friends. They will each offer him a comment aimed at helping him deal with his situation.

5. Ask the selected student which comments he found most helpful, and which ones did not seem so helpful to him.

6. Have a different person leave the room for each of the 3 situations.

D. APPLYING COMMUNICATION SKILLS:

1. Remain in your small groups. Pass out this sheet of 4 problem situations the students are likely to encounter in a day-care or day-camp situation.

2. Walk through the 4 situations and the frequently used methods (these examples are listed under each situation).

3. Ask the students to review the "6 skills" and to think of an alternative statement using one (or more) of these skills. Do the first one with the group to help them see what you are looking for.

4. Allow 5 minutes for individual work and then pull together to discuss the alternative statements.

E. PULL-TOGETHER AND REPORTING:

1. Come back together as a total group.

2. Ask for short reports from each group on helpful statements offered in "3 Problem-Solving Situations" and in"Applying Communication Skills."

3. Hold short conversation on their work with these skills, aimed at "carry-over" in their work with children. You might ask questions like:

    *Which skills appealed to you the most?
    *Which ones seemed easiest to use?
    *Which ones seemed most difficult to use?
    *Which ones do you want to try out this week in your field work with children?

F. CLOSING AND SEND-OUT:

1. Remind students about the final celebration next week and allow them a few minutes to make any further arrangements or assignments.

2. Send participants out with challenge to look for communication methods being used and to try out at least 2 of the skills.

SESSION 16: CELEBRATION AND GRADUATION

SESSION OBJECTIVES

1. To celebrate the accomplishments of completing the course requirements.
2. To signify the readiness of these people to enter into jobs working with children.
3. To allow participants to reflect on the meaning of the program for them and offer feedback to those who will lead the program in the future.

MATERIALS NEEDED

1. Food, soft drinks, paper plates, cups
2. Record player or tape recorder for music
3. Extra chairs for guests; possible extra tables
4. Room decor
5. Graduation Certificates

SESSION OVERVIEW			
GATHERING + INTRODUCTION OF GUESTS	PRESENTATION OF CERTIFICATES	REFLECTION + FEEDBACK	FOOD MUSIC + CONVERSATION
20 Min	20 Min	20 Min	60 Min

SUGGESTED PROCEDURES

A. This session really belongs to the participants. It will have your guidance, of course, but they should be involved in the planning of their final celebration as much as possible. Allow 15 minutes or so for planning in Sessions 14 and 15. The more their own effort and ideas have gone into making the arrangments, selecting the food, music, decor, deciding about guests, etc., the more they will experience it as their own success.

B. To enable the practical arrangements for the celebration, it might be well at the close of Session 14 to have one group leader ask for volunteers (4 or 5) to plan the party, and meet with these people to get their imaginative input. This small group might then take 10 minutes at the end of Session 15 to report to the total group, and ask for volunteers to bring various needed items for snacks, music, and decor, as well as people to help set up and clean up.

C. As the leader, you will want to make arrangements to have any Corps Officers and other staff who have been involved with your participant group. Decide who would be the most appropriate person to offer a short speech and present the awards. This person should be invited at least two weeks before the event.

SUGGESTED QUESTIONS FOR REFLECTION AND FEEDBACK

1. As you think back over our time together, what events stand out most vividly? (What were the highlights of the program for you?)
2. What did you find most valuable about this program? What did you find most difficult? What did you find most enjoyable? What did you find least enjoyable?
3. What insights will you take with you from this program into your work with children? (Take some time here...try to get at least 4-5 people to speak back to this)
4. Assuming that we will hold another course like this in the future, what things would you recommend that we be sure to keep in the program?
5. What things would you want to see added to the program? What things would you recommend be left out? (Feel free to ask why)
6. What are your plans for this summer (fall, or whatever)?

CLOSING AND SEND-OUT

Design your own send-out to participants, highlighting the one thing you'd want them to keep in mind as they go forth from the program.

PART III:

THE APPENDIX

THE SALVATION ARMY

Education for Parenthood

Can you educate for parenthood?

We think so. And we invite you to a meeting on this subject at **DHQ, Jan. 15, 11:00.**

Find out how **EFP** will help you develop leaders among Corps youth.

When: 16 weekly sessions, 4:00 - 5:30 p.m.
March 3 - June 15, 1976

Where: **DHQ**

How: Films, role playing, workshops and teaching labs, field experience, stipends, snacks, carfare.

We invite YOUR ideas.

NOTES ON WORKING WITH CHILDREN

PRACTICAL GUIDELINES

1. If two children want the same toy, help them to understand they must take turns. Remember that time means little to the young child. A suggestion of "three more turns" will be understood, but the mention of "five more minutes" will have little or no significance.

2. When working with children, use positive suggestions and avoid the dont's. For example, point out, "the sand stays in the sandbox," instead of saying, "don't dump the sand out of the box." Or, "use both hands," instead of "don't fall."

3. Give the child a choice only when you will abide by it. For instance, you might ask, "Do you want to throw the stick overthe fence, or do you want me to?" Don't question him with, "Would you like to wash your hands for juice now?" when you clearly don't wish him to answer no.

4. Help children to help themselves. Never criticize. Encourage and praise. But refrain from unnecessary conversation with them when they are busy working. BE CAREFUL NOT TO DISCUSS A CHILD IN HIS PRESENCE OR IN THE PRESENCE OF OTHER CHILDREN. Do not attempt to motivate a child by comparing him with another. To call his attention to how nicely Johnny is doing won't make him care much for Johnny.

5. Assume that the child means well, that he doesn't intend his error or aggressions. He is never "bad" or "not nice," only learning. Children need adults with whom they can comfortably make mistakes, and need love when they are least lovable.

6. Know the rules, and be firm but patient in enforcing them. Try not to appear alarmed or excited, ever. Use a quiet voice at all times, and never be other than courteous and pleasant to the children.

GUIDING THE CHILDREN THROUGH THE DAY

1. A child is never pressured to join in activities. He is free to take part or not, as he wishes. Children should have the opportunity to move from one area to another and should be permitted free use of materials.

2. As art for children is experimentation, manipulation or an expression of feeling, allow all creative initiative to come from them. Refrain from making suggestions or asking questions. Say, for instance, "what pretty colors." Do not ask a child what he is making; he enjoys activity for its own sake and may not know.

3. If he wishes to tell you about it however, be an interested listener, and if he is painting, be sure to note his explanation on his paper. In the upper right hand corner, print his name and the date. Use manuscript printing so that he will not become confused when he sees it later on in public school. You may show the child how to remove excess paint from his brush by pressing it against the side of the can. Without scolding a child for spillage, help him to wipe it up.

APPENDIX

SESSION 1

ROLE PLAYS

INTRODUCTION

	BRIEFING FOR THE CHILD	BRIEFING FOR THE STUDENT
Situation 1	You have never been on a slide before. You want to try because it looks like fun. Now you are sitting on top and you are frightened: it seems so high off the ground, and so steep and fast. You want to slide down, but you can't. You hear other children calling behind you, telling you to go down, but still you're afraid. What would you do? Considering children's needs- Role Plays (page 73) E.D.C.	You are supervising the playground area near the slide. You see children climbing the ladder and crowding up at the bottom of it. They are getting impatient and calling because one child at the top won't move. You've noticed that this child always seems to want to be first and always wants to hold your hand. What do you do?
Situation 2	It is juice time. You are sitting at a table where there is no student helper or teacher. Your friend is sitting across the table. Suddenly, you feel like being silly, so you throw a cracker at your friend.	Today you are responsible for organizing clean-up after juice time. At the table next to you, where no adult or helper is sitting, a child begins throwing crackers at a friend sitting across the table. What do you do?
Situation 3	You are sitting with several younger children and a student helper at an art table, cutting designs out of construction paper. One child asks for the scissors. You see a pair of scissors next to you. You don't know why, but all of a sudden you want to hide the scissors so the other child can't use them. Quietly, when no one is looking, you slide them off the table and sit on them. Someone else loans the first child a pair of scissors.	You are sitting at the art table with several children, who are cutting designs out of construction paper. One child asks for a pair of scissors. You see the older child slip a pair of scissors off the table and sit on them. None of the children notices. Another child gives the first child a pair of scissors. You are wondering about the older child who hid the scissors. Why do you think he did it? What do you do?

Situation 4

Briefing for the Child	Briefing for the Student
Sitting at an art table with several younger children and a student helper, you are doing a puzzle. You notice that one child is stringing beads by using a big needle threaded with string. You have ideas about how things should be done. You learned to string beads by poking the string through the hole in the bead, just using the end of the string; you never used a needle. You say to the child who is using the needle, "That's not the way to do it! "	You are at the table where children are stringing beads and working puzzles. Today one child is stringing beads with a needle and string, which you helped her thread. An older child, who you think constantly tells the others what to do, says, "That's not the way to do it! " You want to be as helpful as possible to both children. What do you do?

....

Situation 5

When you mother left you this morning, she said she was going to pick you up early today. You don't want to leave the building, for fear you'll miss your mother. The time has come to leave to visit a farm. You begin to cry and say you don't want to go.	You are about to leave with a group of children to visit a farm. You thought all the children were looking forward to it. But now that it is time to leave, one child bursts out crying and refuses to go. What do you do?

ROLE PLAYS

PRE-SCHOOL-CHILD

1. PLAYERS:... Union Leader - 2 Student Representatives In High School - Teacher - Principal

   A situation comes up in your school, there have been severe budget cuts and there has to be one teacher cut from the roster. The students hear it is one they like very much - they are angry and ask that a student representative be heard.

   The principal - feels very beleagued as a student representative, he and the union leader come to talk it over and decide something.
   1. Is the student representative angry?
   2. Does he show his anger?
   3. How does the principal use his feelings?
   4. Is the union leader cool - or not in the way he shows his feelings?

2. PLAYERS: - Mother - Father - 4 year old child - baby

   A child comes to his parents and says - "you promised to buy me that toy and you didn't. "Now, you got the baby a carriage - I'm going to kick the baby." Play this scene - how do parents handle this?
   1. How do parents feel?
   2. How do they examine their feelings?
   3. Do they help child with expressing his feelings differently?

3. PLAYERS: - Mother - 3 year old child - 6 year old child 12 year old sister

   Child is playing in his room and has taken apart the bookcase to build something - his little brother comes in and knocks over the whole thing. His mom comes in - how does she handle it? What does she do about the mess? What does she do about argument?
   1. How does the older boy feel?
   2. Does mother acknowledge big brothers feelings, hostle brothers feelings?

4. PLAYERS: - 4 year old child - 4 year old chum - teacher 2 other 4 year old children

   A child is playing with a toy during his play group. His chum comes over and wants to play with it. The first child refuses and says "it's mine."
   1. How does the teacher handle this?
   2. Whose point of view does she take?
   3. Can both children feel good after its over?

5. PLAYERS: - 3 year old child - 4 year old child - mother - father

   Two children come in to find mother picking up dead cat. She sees them react to death. Father comes in, they tell him what happened.
   1. How does she handle it?
   2. Do children get a chance to feel sad?

APPENDIX

SESSION 5

ROLE PLAY: HOMECOMING OF BABY BROTHER

LATENCY

CHARACTERS:	MOTHER	HELEN	AGE 40
	FATHER	JOE	AGE 45
	AUNT	MARY	AGE 32
	GRANDMOTHER . . .	LIL	AGE 70
	GRANDFATHER . . .	GEORGE	AGE 72
	NEIGHBOR	HARRIET	AGE 35
	NEIGHBOR'S CHILD .	GAYLE	AGE 9
THESE ARE	DAUGHTER	MARTI	AGE 14
MOTHER's	SON	BOB	AGE 11
CHILDREN OF	DAUGHTER	JILL	AGE 9
1ST MARRIAGE	SON	MIKE	AGE 6

SITUATION: Parents are bringing home a new baby boy. Neighbor Harriet has been helping Aunt Mary take care of the family while Mother was away. The Grandparents have just come up from Florida to see their first grandchild. (They are Joe's parents.) The four children are from a previous marriage. Everyone is excited by awaiting the parents and Marti, who was taken to help bring Mother home from the hospital.

ENTER FIRST: BOB, JILL, MIKE, MARY, HARRIET AND GAYLE.

GRANDPARENTS ARRIVE, THEN PARENTS, MARTI, AND BABY.

SEPARATE BRIEFINGS:

JILL & GAYLE	You two are best friends and you have both decided that you are going to be the number one helpers with the new baby...with no interference by parents and older siblings.
MIKE	You've had your own room until now but you must either move in with your brother Bob, with whom you are very competitive, or have the baby in your room.
BOB	You feel it would be a comedown to have your younger brother in your room.

ROLE PLAY: HOMECOMING OF BABY BROTHER

MARTI	You are pleased to have been picked to go to the hospital but are actually planning to out to a dance tonight and haven't mentioned it yet. You know you will have to and are wondering just when would be a good time.
HARRIET	You're glad Mother is coming home, because you want to get back to your own house.
AUNT MARY	You have been married for several years, desire to have your own children, but so far you have not conceived a child.
GRANDMOTHER	You are a sweet old lady who loves people. You have made a whole layette for the baby and you hope your daughter-in-law, Helen, will like it. You're not sure she likes you.
GRANDFATHER	The car wasn't working right on the way up from Florida and you are thinking about where to go to have it fixed.
MOTHER	You sense your husband's feelings of excitement and nervousness. You wish you would not have to deal with your mother-in-law who is gushy.
FATHER	You feel very excited to be father of the baby but nervous for fear the natural exuberance of this big family will upset your wife and the baby. You wish the house could be empty.

GUIDELINES:

1. Look over the list of characters, and see how your part fits into the family constellation.
2. Read the SITUATION, which describes in general what's going on.
3. Look at the order in which the characters appear in this family homecoming.
4. Read the BRIEFING for the character you are playing. It tends to describe how you feel about this situation, and what you are thinking.
5. Try to imagine what it would actually be like to be this person in the family. Try to imagine some of the feelings, both positive and negative, you'd be likely to have. What are some things you would be likely to say to others in this drama?

REMEMBER You are taking on the role of another person for the moment and do not have to say what you would say in that situation, but say what you think MOTHER or BROTHER, etc. would say.

When you get very mad at someone at a certain time, you push your lip out and roll your eye. Then you start picking on your little sister and brother and your dog and your friend. You do not want to eat your dinner.

Then you get mad at yourself and you do not know what to do.

So you stop to apologize to your mother and father and your little sister and brother and your dog and your friend and you are not mad anymore.

GROWING UP p. 66

Growing up is a problem for you and your mother. The things I had to do when I want to avoid a beating! Like saying please, thank you, you're wlecome, yes, no, things like that can drive you crazy. I feel that you can grow up without the proper way to talk and act.

But, it was worth it in my wonder years when I was in the ages of 1-12. Now, I think I know the meaning of right and wrong. When you grow up, the years seem wonderful for a while and then you seem to get along alright one day, and the next you're in bad shape.

The higher you get in life the more you want to know about things. Like the facts of life, which your parents talk about the birds and the bees. By now you are mature enough to date girls, go out to dances and enjoy yourself. Then after a while girls will mean more than a kiss on the hand or a handshake. You will develop the sense enough to take the girl out and give her a good time. Then if you have the feeling you can't let go of her, invite her to your house and get tight with her and if you are still in the loving mood, you will date her more than you have in the past.

Now, some of you who read this will say, that don't make no sense to go out with girls, they're a waste of time. If you don't get your rap together and fast, you're going to go through life with a dog.

Now that I'm finishing, I have something to tell you. I love girls and now some love me. Then if you ever are happy with a girl try to keep it that way. Because, girls are the seeds of our civilization and don't you forget it.

THE SLUM p. 135

I'm walking in the street 116th, two in the morning all by myself. As I walk I fear -- fear some crazy nigger is behind me, walking fast, faster I cross the street. As I cross I see a bunch of junkies in front of the bar and two lesbians making out in the gloomy tenament slum. As I pass the junkies I see a friend taking the stuff in his arm. I feel like scum. I sneer at the cops who don't care! The preacher who on Sunday is so "yes Lord" and just as high from a bag on Saturday night. I see the pimps on 116th Street and Lenox telling the invader girl to get her blonde filthy ass back to 119th Street and work. She begs him not to make her go. He kicks her. I see her and I spit, and inside I say, "goodbye, you filthy whore!"

Later I'm on the bus, I vision the old man who slowly drops on his seat. I asked him, "Are you tired sir?" He replies, "yes son, I'm tired. Working and living here all my life, giving all my money to the man. I'm old and half dead now."

The bus runs down 125th Street. I see the stores, the stores where the man drains our money, takes it back to his family while we starve. I look up the avenue, I see the slum. I say to myself, "I gotta do something. Stay and raise hell, or GET THE HELL OUT of here before I'm trapped just like the rest!" p. 62

APPENDIX

SESSION 6

EXCERPTS FROM THE DIARY OF ANNE FRANK

ADOLESCENCE

Am I really so bad-mannered, conceited, headstrong, pushing, stupid, lazy, etc., etc., as they all say? Of course not, I have my faults, just like everyone else, I know that, but they throroughly exaggerated everything.

Kitty, If only you knew how I sometimes boil under so many gibes and jeers. And I don't know how long I shall be able to stiffle my rage. I shall just blow up one day.

p. 52

I think that what is happening to me is so wonderful, and not only what can be seen on my body, but all that is taking place inside. I never discuss myself or any of these things with anybody; that is why I have to talk to myself about them.

Each time I have a period - and that has only been three times - I have the feeling that in spite of all the pain, unpleasantness, and nastiness, I have a sweet secret, and that is why, although it is nothing but a nuisance to me in a way, I always long for the time that I shall feel that secret within me again.

Sis Heystor also writes that girls of this age don't feel quite certain of themselves, and discover that they themselves are individuals with ideas, thoughts, and habits. After I came here, when I was just fourteen, I began to think about myself sooner than most girls, and to know that I am a "person." Sometimes, when I lie in bed at night, I have a terrible desire to feel my breasts and to listen to the quiet rhythmic beat of my heart.

p. 130

It is terrible outside. Day and night more of those poor miserable people are being dragged off, with nothing but a rucksack and a little money. On the way they are deprived even of these possessions. Families are torn apart, the men, women, and children all being separated. Children coming home from school find that their parents have disappeared. Women return from shopping to find their homes shut up and their families gone.

The children here run about in just a thin blouse and clogs; no coat, no hat, no stockings, and no one helps them. Their tummies are empty, they chew an old carrot to stay the pangs, go from their cold home out into the cold street and, when they get to school, find themselves in an even colder classroom. Yes, it has even got so bad in Holland that countless children stop the passers-by and beg for a piece of bread. I could go on for hours about all the suffering the war has brought, but then I would only make myself more dejected. There is nothing we can do but wait as calmly as we can till the misery comes to an end. Jews and Christians wait, the whole earth waits; and there are many who wait for death.

pp. 76-77

WORKSHOP RESPONSES OF PILOT GROUP

NOTE TO THE GROUP LEADER

We divided the total group into 4 small workshop units. Each group was given a question on the ISSUES FACING ADOLESCENTS. After talking the issues over as a small group, they were to form a consensus on the most important issues, and to list these on large wall charts, which were used for reporting back to the total group.

The questions varied slightly: Group 1 was asked the question for adolescents in general; Group 2 was asked the question from the male point of view; Group 3 was asked for the female point of view; and Group 4 was asked for issues facing Black adolescents. The surprise came as we compared the charts, noting that the similarities greatly outweighed the differences; we also talked about the differences. The workshop groups were heterogeneous (boys and girls in each one).

These are the responses that came from this pilot group.

Q: WHAT ARE THE MOST IMPORTANT ISSUES FACING ADOLESCENTS?

A:
1. To be yourself.
2. To get a good education, go to college.
3. To be able to speak your mind.
4. To see yourself as 'number one.'
5. To establish sexual emotions.
6. To be able to make right decisions.
7. To be able to accept failure.
8. To accept and follow through with responsibilities.
9. Jobs and Money.
10. Parties...meeting people, having fun.
11. Families...getting away from them and having your own.
12. Making plans for the future.

Q: WHAT ARE THE MOST IMPORTANT ISSUES FACING ADOLESCENT BOYS?

A:
1. Responsibilities (have respect).
2. Finding the girl (who can be depended on).
3. Getting your education.
4. Depending on yourself.
5. Be wise (don't be a fool and get into drugs).
6. Be yourself and nobody else!
7. Their development (chest and muscles).
8. Dating girls.
9. Money in the pocket.
10. Thinking a lot about sports.
11. Liking to hang out in different neighborhoods and boroughs.
12. Thinking ahead in life about what's going to happen in the future.
13. Staying neat and clean.

Q: WHAT ARE THE MOST IMPORTANT ISSUES FACING ADOLESCENT GIRLS?

A:
1. Physical development.
2. Getting menstruation.
3. Interest in the opposite sex.
4. Falling in and out of love.
5. Getting to know what you want from a man.
6. Thinking about marriage.
7. Thinking about the responsibility of family.
8. Thinking about getting into motherhood.
9. Getting old.
10. Thinking of the future.
11. Communicating with people.
12. Boy problems.
13. Problems with how good they look (ex. weight).
14. Being taken advantage of sexually.
15. Getting the respect they should have from men.

Q: WHAT ARE THE MOST IMPORTANT ISSUES FACING BLACK ADOLESCENTS?

A:
1. Achieving your goals in life.
2. Education, college.
3. Jobs, career.
4. Trying to be one of the crowd.
5. Staying away from bad influences (ex. drugs).
6. Acceptance from peers, people, and employer.
7. Concern for his appearance to whites.
8. Food, health.
9. Money, shelter.
10. Family, kids, happiness, fun.

ROLE PLAY: THE FAMILY MEETING ABOUT DAD'S JOB

CHARACTERS:

FATHER	JOE	AGE 45
MOTHER	BERTHA	AGE 43
SON	DWAYNE	AGE 20
DAUGHTER	HARRIET	AGE 16
SON	KIRK	AGE 12
DAUGHTER	CHERYL	AGE 10

SITUATION: Father comes home to say he wants to talk to all. He has decided to seek a new job which will offer a much better career opportunity but in the beginning will mean the family exchequer will be low as the training period is half pay for six months. Father wants to ask family how they feel about this before he goes ahead.

SEPARATE BRIEFINGS:

MOTHER: You are thinking about going to work but have been afraid to bring it up until now.

FATHER: You are very anxious about the change. You have not liked your present job for a long time and feel it is a dead end.

DWAYNE: You have just decided to quit your day job and change from part-time college at night to a full time day college program.

HARRIET: You have just broken up with your boyfriend and have that on your mind.

KIRK: You have a lot of feeling for your Dad but you want to get to Little League practice.

CHERYL: You are very pleased to be included in such a grown-up conversation.

ROLE PLAY: MOLLY HAS LEUKEMIA

CHARACTERS:

DAUGHTER	MOLLY	AGE 8
MOTHER	MARTHA	AGE 40
FATHER	HAL	AGE 42
DAUGHTER	LISA	AGE 16
DAUGHTER	JENNY	AGE 14
DAUGHTER	LAURIE	AGE 11

SITUATION: Mother and Father come in to tell Lisa, Jennie and Laurie that their sister Molly has Leukemia. They explain that it is a blood disease that is cancerous. There is a treatment but it will often be unpleasant with some serious side effects. The parents also share the fact that the disease can be fatal, but with modern treatment, there is a chance for survival. They have not told Molly yet and want to ask the older children how they feel about telling her.

SEPARATE BRIEFINGS:

MOTHER	You have known about the situation for a while. You can't quite believe the doctors when they tell you she has a good chance to live. You know that Molly must be told something.
FATHER	You feel very sad but are certain the older children will be helpful.
LISA	You feel Molly should be told very gently and not told the whole thing, but you listen to the others.
JENNY	You feel that Molly is getting too much attention. You know she's sick but it seems like that's all anyone in the family thinks about.
LAURIE	You are closest in age to Molly and are very frightened when you hear about the Leukemia. You're wondering if you can catch what Molly has, and you're feeling guilty about the times you weren't so nice to Molly.

DATE ____________ NAME ____________

ACTIVITY PLANNING SHEET

ACTIVITY PLANNED	MATERIALS / EQUIPMENT NEEDED	WHAT YOU WANT CHILDREN TO LEARN
INTRODUCING THE ACTIVITY	ACTIVITY TIMELINE	CLOSING AND TRANSITION
	MY LEADERSHIP STYLE NEEDS TO BE:	
OBJECTIVELY, WHAT WENT ON?	HOW CHILDREN PERCEIVED IT/ HOW I PERCEIVED IT	SUGGESTIONS FOR NEXT TIME

CASE 1: SARA SIBLEY

You have already met Sara Sibley in the film. You have seen a part of her life as it is today, in the midst of a large loving family.

But every family has to adjust to a new baby, and the Sibleys were no exception.

Sara was born at 4 p.m. At 6 p.m. the pediatrician came into Mrs. Sibley's room and said, "The baby is healthy and strong, but she's a Mongoloid..."

Mrs. Sibley did not know what "Mongolism" meant. Since she had not yet seen Sara herself, she did not know what to expect. She had not known that mothers over 35 are a bit more likely to have a child with Down's Syndrome, and was shocked by the doctor's casual reference to it. When she talks about that experience today, Mrs. Sibley says that if she had known about the possibility of having a child with Down's Syndrome, she would have had genetic counseling and testing done.

When Sara was born, the hospital staff wanted to hide her from public view. They were very surprised when Sara's mother resented it.

"I was very hurt, that they thought I should be ashamed of Sara. To me she was like any of my other children...sweet, small and needing love. It never entered my head to be ashamed, or want to hide Sara. I was proud that she was so healthy and strong.

"Of course," Mrs. Sibley continues, "we had to settle on a solution that would work best for Sara and for the rest of the family. We were not confronted with her differences right away. The doctor had told us that it would not be until she was three or four that her retardation would be obvious. Of course, as she grew we could see the differences between Sara's rate of development and our other children's, but after a while you stop comparing Sara to other children and just look at her for herself and all the wonderful things she can do."

Mrs. Sibley and the parents and teachers in the following stories all point to the importance of allowing each child to learn and grow at his or her own speed. As you read the case histories of these children, think about the following questions:

1. What were some of the experiences parents had at the birth of these children? Are there any similarities in their experiences?

2. As you read, jot down the issues that seem to occur over and over in each story. What do you find to be the major issues that face the parents of these children? Are they different than those of normal children?

3. What role did the hospital or doctors play in supporting or not supporting the parents?

4. In what ways have these children been learning and growing? What is each child's self-image?

NO TWO ALIKE. Helping Children with Special Needs. Booklet. Exploring Childhood, Module I, Educational Development Center, Inc. p. 43

CASE 2: JEFFY CONRAD

Jeffy is a five year old boy who has been diagnosed as hyperactive, or suffering from hyperkinesis. Jeffy's hyperactivity manifests itself in his inability to keep still, and in his lack of concentration.

No one knows exactly why a child might be hyperactive. Some doctors think hyperactivity might be caused by damage to the part of the brain that controls nerve impulses. Other experts ascribe the condition to the fact that children everywhere are born with different temperaments, and have different ways of responding to the world. There are many possible reasons why a child might be hyperactive, but as with any problem, the cause is sometimes not as important as the treatment.

Mrs. Conrad was visited at home one evening, close to Jeffy's bedtime. When she handed Jeffy his pajamas, he grabbed them from her and raced around the room three times before she was able to quiet him down. "Bedtime is his hardest time," she said. "The fact that the day is gone seems to overwhelm him. But as soon as it sinks into his head that I really mean business, well, then he'll calm down."

His mother was right. Within 20 minutes Jeffy was in his pajamas and had listened to a story. He listened intently, but his feet and hands were constantly in motion. It was as though his brain was sending its own independent messages back and forth through his body. Eventually he settled down to sleep.

Mrs. Conrad says that "it's not that hard anymore. A year ago bedtime was impossible. Jeffy was impossible. We would start getting him ready for bed around seven o'clock and we would just be finisheing up around ten or eleven... and that's no lie. Of course we would be absolutely out of our minds.

"But now it is easier to put his problem into perspective. Before we took him to the doctor we thought that he was just a wild kid. That might sound terrible, but we couldn't understand why he was always getting into things. Ever since he could crawl, nothing in our house has been safe.

"When we finally got up enough nerve to tell our pediatrician some of the things Jeffy did, and the way he behaved, we were shocked that the doctor was familiar with our problem. I guess that is why it's important that parents don't hide their worries from people outside the family. The truth is, we were ashamed that Jeffy was so disobedient and jumpy.

"When I talked to our doctor, I found there were a lot of parents out there coping with the same problem. We were very relieved when the doctor told us that many male children suffer from hyperkinesis. You know, when your kid doesn't seem quite right, you tend to blame yourself and sometimes your husband blames you or you blame him and it can get you upset. Sometimes people outside of the family aren't very helpful either. I've been asked to leave many stores because of Jeffy, and I haven't always been asked politely. It's just that some people don't understand what hyperactivity is about and they wrongly blame the kid. They call him naughty, ornery, and that just isn't the reason why someone is hyperactive.

"The doctor gave us some medication for Jeffy when he started nursery school. The teacher there recommended that we get some. Actually, she said that if we didn't get something for Jeffy, she wasn't going to accept him. Teachers seem to feel that one hyperactive child can upset a class. I guess I can understand their point of view, because I know that when Jeffy is feeling his oats and speeding around here, no one has any peace.

"When he's like that it's also really hard on the other kids. Sometimes he has so much energy that some of it just seems to have to turn destructive. I would say that basically he isn't a destructive child. Actually, he's pretty considerate and sweet. But try telling that to a child after Jeffy has just destroyed his sand castle. Poor Jeffy, he wants so much to have friends, but other children just seem to be turned off to hyperactive kids. All of Jeffy's intentions are noble...it's just that his bouncing overwhelms the others. He reminds me of that character in the Pooh book, Tigger, the stuffed tiger. Remember, he had to get unbounced...he was scaring all the other animals with his bouncing. I see Jeffy as that kind of hero. He wants to sway people with his particular rhythm, but he's just too much for most folks.

"The thing that I'm most concerned about is what will happen to Jeffy as he progresses in school. Schools tend to pretend that all children are alike. If they determine a kid's needs on that assumption, they're apt to make mistakes. Luckily, he now has a teacher who is very sensitive to his needs. She has made a special effort to make sure that he has things to do that are stimulating for him. I just hope all of his teachers are able to cope with his restlessness and constant movement. His concentration is very low, but he will follow along at an amazing speed if the work is stimulating and fast. He can already add quite easily and correctly because the faster you are, the better you can be. This particular teacher has made Jeffy feel just wonderful about his skill. Now, when we go to the market, Jeffy tries to add some of the purchases together. This is a great example of how problem behavior can be channeled into something constructive that the child can be proud of.

"Hyperactivity can sometimes cause severe learning problems for children because of their low concentration abilities. But if Jeffy has new things to do, he's okay. Heaven help a teacher who doesn't understand his hyperactivity, though, because he'll put her through a trip that she's never been on before. If Jeffy's energy isn't channeled, well, someone pays.

"At his present school they know his problem, so it's been arranged for him to have a playtime when he arrives in the morning. After 20 minutes on the playground, he comes to class very mild-mannered and gentle. I think this is a great idea. It might even be good for kids who, while not necessarily diagnosed as hyperactive, need time to use up their morning energy.

"When I was in college I noticed that my roommate took her time getting up in the morning, while I just jumped out of bed and began my day. In my sophomore year I was voted the girl who attended breakfast most often. I've been remembering things like that from when I was younger, Maybe Jeffy is more like me than I know.

CASE 2: JEFFY CONRAD

THE PROBLEM OF BLAMING

Jeffy's mother talks about the need for parents to express their feelings of confusion and guilt. She hints at the feelings of resentment and guilt that people who come into contact with a misbehaving hyperactive child may have. The tally of responses mentioned looks something like this:

* Parents blame each other
* Parents blame the child
* Strangers blame the parents
* Teachers blame the parents
* Teachers blame the child
* Other children blame the child
* Child blames him or herself

QUESTIONS FOR DISCUSSION

When you have been upset, annoyed, or hurt, you naturally feel that someone is to blame and should be called to account. Even if you understand that a nebulous demon called "hyperkinesis" is the culprit, it is still difficult to get away from natural feelings of resentment over having been ill used.

1. What do you do about those "blaming" feelings?
2. How can you, as a student, help other children in the class deal with feelings of resentment without blaming or casting out the hyperactive child?
3. How can you help the hyperactive child avoid blaming him or herself, and thinking of himself as a "bad kid?"
4. Should a misbehaving hyperactive child be called to account for misbehavior? How and to what extent would you do this?

PLANNING ACTIVITIES

* Try your hand at devising some activities for a hyperactive child. What activities can be used in the home? In school? In an outdoor play area?
* Keep in mind the child's low level of concentration, the child's need to move around a lot, and the importance of stimulating and fast work.

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CASE 3: CHARLIE O'NEILL

Charlie's difficulty in adjusting to school required special attention. Most children get over their separation from home and parents during the first few weeks. Charlie's increasing withdrawal, at a time when other children were beginning to feel safe and comfortable, was a distrees signal to parents and teachers.

Charlie looked like a small, undernourished grown-up. He always came to school wearing a neatly pressed white shirt and sports jacket, his hornrimmed glasses sliding down his nose. He carried a small satchel of toys with him at all times, holding on to is as if it were a briefcase full of secret documents.

Charlie was in fact the youngest and smallest child in his nursery school class. As an infant he had delicate open-heart surgery to repair a birth defect, and his whole first year had been rather precarious. Now he was in good health, but his mother's attempts to build him up with vitamins and good food seemed to have little effect. Charlie was taking his time about growing.

Charlie's biggest asset in school was his imagination. Sometimes he told the other children fanciful stories about himself, in which he was a combination of Robin Hood and Superman...very daring and strong. He would take small objects out of his satchel and weave them into his stories.

When it came to following another child's lead, or sitting down to an activity with the others, Charlie wasn't so full of courage and confidence, however. Mrs. Randolph noticed that Charlie frequently shied away from trying new things, especially when they involved physical daring.

After the children had been in school for a few weeks, one of the girls in the class came to Mrs. Randolph, the teacher, to tell her that she couldn't find a small toy mouse that she had brought to school with her. Mrs. Randolph organized a hunt for the mouse, but it didn't turn up. A few days later, another child's toy, an airplane, was missing. The list of lost objects grew, until it became clear that someone was taking things from the classroom.

Charlie seemed especially excited and agitated whenever a toy was reported missing, but he never volunteered any information about the missing objects. Mrs. Randolph noticed that Charlie was spending more and more time alone. If he played with others at all, he usually chose the company of girls. And he never let his satchel out of his sight.

One day Charlie seemed particularly solitary. He found a place away from the other children and stayed there most of the morning, even though the teacher and her assistant both tried to coax him into various activities. When Charlie finally rose from his chair, Mrs. Randolph noticed there was a damp spot where he had been sitting. She decided to check for a possible accident, and found that he had indeed wet his clothes. She gave him a set of dry clothes and reminded him that he could use the bathroom whenever he needed to.

Three more wetting incidents followed the first one. At this point Mrs. Randolph decided that she had better schedule a home visit. Usually she waited until October before scheduling parent conferences, but in Charlie's case it seemed advisable to meet with the parents sooner. Mrs. O'Neill seemed relieved when Mrs. Randolph asked if she would be able to come in for a chat, and they made an appointment for Friday afternoon. In the meantime, Mrs. Randolph and her assistant stayed close to Charlie, and made sure to take him to the bathroom at regular intervals.

Mrs. O'Neill arrived for the conference a bit late, without her husband. "I'm terribly sorry," she explained, "but my husband called from work to say that he was tied up and wouldn't be able to come after all."

Mrs. Randolph explained why she had called the conference so hastily. She described Charlie's withdrawal in school, and his wetting problem. Mrs. O'Neill was surprised to learn that Charlie was having trouble staying dry, since that had never been a problem at home. And she seem puzzled by the description of his seclusion.

"That's funny," she commented. "Charlie often comes home and talks about the nice times he has had with the other children. Lately he's been bringing home toys that his friends let him borrow. That reminds me, we must return some of those to school.

"You know, it's a whole new experience for Charlie to have real friends his own age. At home, he has only his parents and a housekeeper for companionship. Perhaps we've been a little too careful about his health, keeping him in the house so much and making sure that he wasn't exposed to colds or the flu. But he was such a delicate child, you know."

Mrs. Randolph asked Mrs. O'Neill whether Charlie might have been especially worried about anything during the past two weeks. At first Mrs. O'Neill hesitated and shook her head. But finally she spoke.

"Raising Charlie has been so much fun for us. He's so neat and quiet, just like a little man. We wanted badly to have another child, to give Charlie a little brother or sister. When I got pregnant we were delighted. We told Charlie that I was pregnant and he was very excited too, and would even put his hand on my stomach to feel the baby moving. The about three weeks ago I had a miscarriage. We tried very hard not to let Charlie see how upset we were, but I guess children have a way of finding out, anyway, don't they?"

CASE 3: CHARLIE O'NEILL

ISSUES TO CONSIDER

1. How do you think Mrs. Randolph explained the case of the missing toys to Charlie's mother?

   Do you think it would be necessary to explain that the toys were stolen and not borrowed?

   Why might a preschooler be compelled to steal things from others? What about the child who takes only sweets, or classroom equipment? Are that child's needs necessarily the same as Charlie's?

2. Do you think the recent upset in Charlie's family entirely explains his school problems? Might another child have reacted differently?

   How could Mrs. Randolph offer help and support to Charlie's parents? How involved with the family should the teacher be, in your opinion?

3. Now that Mrs. Randolph has a better understanding of Charlie's home life and the recent family upset, how can she help him in school?

4. Have you ever known a child who suddenly began to behave at a much earlier level of development (baby talk, fear of the dark, clinging to mother) after appearing to function at a more grown-up level for some time?

   What were the reasons for going backward (regressing) in development?

5. Compare Charlie's self-isolation to Jeffy's isolation by others due to his active behavior. How would you deal with their problems?

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Booklet. Exploring Childhood, Module I,
Educational Development Center, Inc.

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APPENDIX SESSION 15

COMMUNICATION METHODS OF THE PAST

COMMUNICATION

METHOD (To Get Child's Cooperation)	CHILD' REACTION (He Feels...)
1. MORALIZING, LECTURING "You know better than that..."	Guilty, stupid, embarrassed, bad, rejected.
2. BADGERING "Who did it?"Did you?"	Scared, prone to denial.
3. ASKING WHY "Why did you forget again?"	Guilty. The nicer you say it, the guiltier they feel.
4. THREATENING "If you do that, I'll..."	Resentment, anger, challenged to test out the threat.
5. PUNISHMENT Take something away Smack with a towel	Humiliated, angry, oppressed.
6. COMMAND "Stop that this minute!"	Cornered, angry
7. SARCASM "Yeah, sure you're not going to do it again."	Put down, humiliated.
8. PROPHESIZING "At the rate you're going, you'll end up marrying a louse."	Self-doubt, inadequacy, guilt.
9. GUILT PRODUCERS "Are you trying to kill me, give me a heart attack?"	Scared, guilty, bad about self.
10. "NOT OK STATEMENTS" "How many times do I have to tell you?" "Won't you ever learn?"	Guilty, inadequate, unable to make own decisions.

Note: You can get results with these methods (though it may be very reluctant cooperation). But, what have you taught children about relating to other people to get something done?

SIX COMMUNICATION SKILLS

I. DESCRIBE THE PROBLEM/DON'T ATTACK THE PERSON

EXAMPLES:
1. The jacket's on the floor.
2. The light is on in the closet.
3. The basketball is still on the court.
4. The toys need to be put away.

II. GIVE INFORMATION / RATHER THAN A COMMAND

EXAMPLES:
1. Cookies get stale when the box is left open.
2. Blocks are not for throwing.
3. Sofas are not for jumping on.
4. It would be helpful if...the garbage was taken out.
   ...the dishes were washed, etc.

III. DESCRIBE WHAT YOU FEEL

EXAMPELS:
1. When I see...banana peels on the floor, I get very angry!
2. When people are late in getting here, I get disappointed and mad!
3. When everybody talks at once, I can't hear anyone.
4. Gee, I was disappointed that our game was rained out.

IV. GIVE A CHOICE / NOT A THREAT

EXAMPLES:
1. You may play on the swings or on the blacktop; which do you prefer?
2. We need to move inside now. You may either rest quietly or listen to a story.
3. You may either take turns or go into the playroom.
4. You may either play by yourself here, or join the group.

V. ACCEPT HIS FEELINGS / LIMIT HIS ACTION

EXAMPLES:
1. Those flowers look so inviting, but they're not for picking.
2. I can see how angry you feel. Tell Jack how angry you feel when he takes you bike, rather than hitting.
3. I know you'd like to gobble up all those cookies, they look so good. You can take either one or two.

VI. ERASE...AND START AGAIN

EXAMPLE: Johnny asks you what can he play with. You suggest the blocks. He replies, those blocks are for babies! You then suggest the group game that's going on. He says, "I don't like those guys!"

Everything you suggest he rejects. You want to avoid arguing with him and suggest, "Let's erase and start all over again. Let's see, is Johnny in a play ball mood or a quiet mood...let him make a suggestion and tell you.

APPENDIX

SESSION 15

3 PROBLEM-SOLVING SITUATIONS

COMMUNICATION

DIRECTIONS: This is a group exercise.

For each situation, leader picks one member from the group. Explain to him the situation he is faced with, and send him out of the room for a few minutes.

Have the rest of the group in the meantime work on how to help him in his predicament...to find things they would want to say as a friend.

Have him (her) come back and friends will speak to him.

After several have offered their comments to the 'person with the problem,' ask this person which comments he found most helpful in dealing with his problem, and why.

SITUATIONS:

1. Your teacher just told you you're likely to fail your Math course, no matter how well you do on your final exam. You feel very discouraged and angry at the teacher for taking such an attitude.

2. You've save up to go on your class trip to Washington, D.C. Your parents had said they would pay half the cost of the trip, if you raised the other half. This morning your mom just told you that they really just can't swing the money for the trip, and apologized.

3. You're invited to a party tonight at Joe's. The last time you were at a party at Joe's, there was some trouble and the police showed up. You're trying to decide if you should go tonight.

APPENDIX

SESSION 15

APPLYING COMMUNICATION SKILLS

HANDOUT TO STUDENTS

COMMUNICATION

DIRECTIONS: In each of the following situations, some of the typical responses that one often hears have been outlined.

YOUR JOB is to create a NEW RESPONSE (1 sentence or so) in the right hand column for each situation.

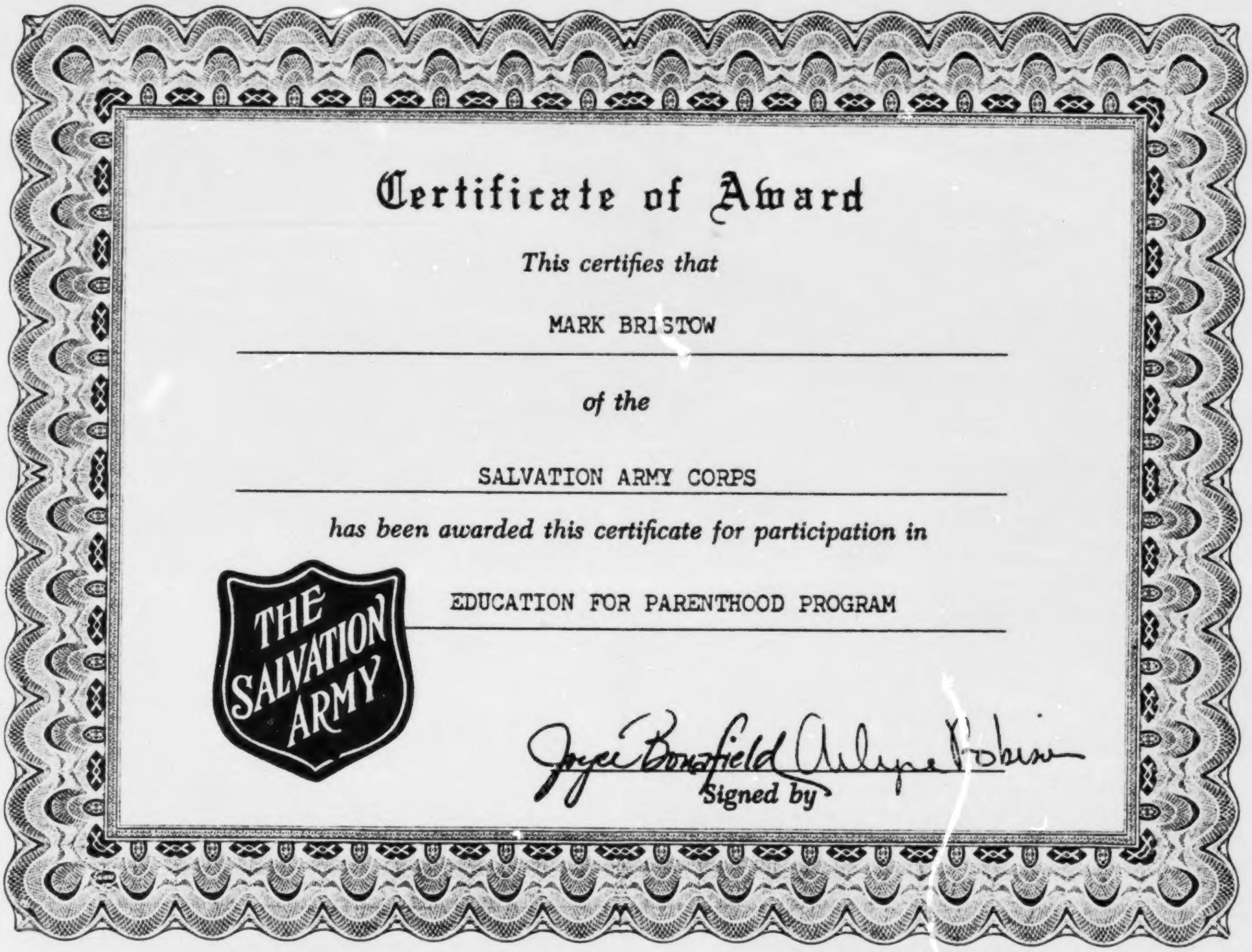
Use one or more of the communication skills we have discussed. Try to avoid threats and namecalling.

FREQUENTLY USED METHODS	YOUR APPROACH
SITUATION 1: CHILD REFUSES TO PUT THE BASKETBALL AWAY. Put the basketball away! I'm telling you for the last time! I'm tired of telling you this every day! If you don't, you can stay in while we go on our picnic!	
SITUATION 2: CHILD ARRIVES AN HOUR LATE (FREQUENTLY) AT DAY CAMP. Here's Johnny coming in late again. Why can't you ever get here on time? I'm tired of waiting for you! We'll leave without you next time, slow poke.	
SITUATION 3: CHILD IS HITTING HIS FRIENDS WITH A WET BATHING SUIT. Are you at it again? You're a pain! Stop that nonsense immediately! Don't come here if you're going to act like that!	
SITUATION 4: OUTSIDE, ONE CHILD IS THROWING SAND IN FACE OF ANOTHER CHILD. How many times have I told you not to do that! How would you like it if I threw sand in your face? That's all for you! I've had it with you for today!	

APPENDIX

GRADUATION CERTIFICATE

Each participant completing the program successfully was awarded this certificate, along with a small pin with the Salvation Army-Education for Parenthood emblem.



Certificate of Award

This certifies that

MARK BRISTOW

of the

SALVATION ARMY CORPS

has been awarded this certificate for participation in

THE SALVATION ARMY

EDUCATION FOR PARENTHOOD PROGRAM

Joyce Bonafield Arlyne Robin

Signed by

APPENDIX

FIELD WORK ACTIVITY SHEET

Please fill out this form after each field work session at the day care or community center. Have the staff member at the center sign it, and bring it to the next training session.

Name of student____Date__________

Briefly describe the events and activities that took place with your group.

Did you encounter any problem situations? If so, briefly describe.

Where did you find yourself enjoying what you were involved in doing?

Where did you find yourself uncomfortable? Frustrated?

Time arrived:______________________Time left:_______________________

________________________________ ____________________________________

Student's Signature Staff Member's Signature

APPENDIX

FIELD WORK ACTIVITY SHEET

Please fill out this form after each field work session at the day care or community center. Have the staff member at the center sign it, and bring it to the next training session.

Name of Student DAVID ALEXANDER Date 5/18/76

Briefly describe the events and activities that took place with your group.

Tuesday May 18: I caught a frog for the class! And then Thursday the frog got away in the class room. Ever since then we were looking for it. Some of the teachers were hoping that the grog was dead, because some day one of them might look in the cabinet and the frog will jump on them. The children played outside.

Did you encounter any problem situations? If so, briefly describe.

No. "P.S. The frog is still lost in the class."

Where did you find yourself enjoying what you were involved in doing?

This question was not asked.

Where did you find yourself uncomfortable? Frustrated?

This question was not asked.

Time arrived:__________ Time left:__________

Student's Signature Staff Member's Signature

LIST OF CURRICULUM MATERIALS USED

(ALMOST IN ORDER OF USE)

1. TEACHER, LESTER BIT ME.
   Film. Exploring Childhood, Module I
   Educational Development Center, Inc.
   15 Mifflin Place, Cambridge, Mass.

2. WHAT WOULD YOU DO?
   Considering Children's Needs.
   Poster. Exploring Childhood, Module I, Op. Cit.

3. GABRIEL IS TWO DAYS OLD.
   Film. Exploring Childhood, Module II, Op. Cit.

4. DIRECTIONS IN DEVELOPMENT.
   Poster. Exploring Childhood, Module II, Op. Cit.

5. CHILD CARE.
   Manual. Rocom, Division Hoffman La Roche, Inc.
   Dept. JE, Nutley, N.J., 07110.

6. ANGER AND SADNESS.
   Filmstrip. Parents Magazine Film, Inc.
   Parents Magazine Enterprises Inc.
   52 Vanderbilt Avenue, N.Y., 10017.

7. DOING THINGS.
   Booklet. Exploring Childhood, Module I, Op. Cit.

8. LITTLE BLOCKS
   Film. Exploring Childhood, Module I, Op. Cit.

9. SAFETY IS NO ACCIDENT.
   Pamphlet. Prudential Life Insurance Company
   of America. Health Series.

10. AT THE DOCTORS.
    Film. Exploring Childhood, Module II, Op. Cit.

11. FORCING A CHILD TO FAIL.
    Filmstrip. Parents Magazine Series. Op. Cit.

12. GIRL OF MY PARENTS.
    Film. Exploring Childhood, Module III. Op. Cit.

13. FAMILY STRUCTURES.
    Poster. Exploring Childhood, Module III, Op. Cit.

14. THE ME NOBODY KNOWS.
    Book. Stephen M. Joseph - ed. Discus/Avon.

15. THE DIARY OF ANNE FRANK.
    Book. Simon and Schuster, Inc.

LIST OF CURRICULUM MATERIALS USED

16. BROKEN EGGS.
    Film. Exploring Childhood, Module I, Op.Cit.

17. NO TWO ALIKE. Helping Children with Special Needs.
    Booklet. Exploring Childhood, Op.Cit.

18. NO TWO ALIKE. Helping Children with Special Needs.
    Booklet. Teachers Guide, Op.Cit.

19. LYING AND STEALING.
    Pamphlet. Human Relations Aids
    419 Park Avenue South
    New York, N.Y.

20. WHAT ABOUT DISCIPLINE.
    Booklet. Exploring Childhood, Module II, Op.Cit.

21. SETTING GOALS.
    Filmstrip. Guidance Associates, Division of
    Harcourt Brace Janovich
    41 Washington Avenue
    Pleasantville, New York

22. LIBERATED PARENTS, LIBERATED CHILDREN.
    Book. Adele Faber and Elaine Mazlish
    Avon Books, New York, New York

23. FAMILY STRUCTURES.
    Poster. Exploring Childhood, Module III, Op.Cit.

24 LEAN ON ME.
    Record. Bill Withers
    45 r.p.m. Sussex Records

RECOMMENDED READING FOR THE LEADER

This first set of readings is considered basic background material and central to the focus of this program. These are highly recommended.

1. Bettelheim, Bruno. Love is Not Enough. Glencoe: The Free Press, 1950.
2. Erikson, Erik. Childhood and Society. 2nd ed. New York: W.W. Norton and Co., 1963.
3. Erikson, Erik. Identity and the Life Cycle. New York: International Universities Press, 1959.
4. Faber, Adele, and Mazlish, Elaine. Liberated Parents, Liberated Children. New York: Avon Books, 1974.
5. Fraiberg, Selma. The Magic Years. New York: Charles Scribner's & Sons, 1959.
6. Ginott, Haim. Between Parent and Child. New York: Avon Books, 1968.
7. Ginott, Haim. Between Parent and Teenager. New York: Avon Books, 1971.
8. Gordon, Thomas. P.E.T.: Parent Effectiveness Training. New York: Peter H. Wyden, Inc., 1970.
9. Holt, John. How Children Learn. New York: Dell Publishing Co., 1967.
10. Holt, John. How Children Fail. New York: Dell Publishing Co., 1964.
11. Josselyn, Irene, M.D. The Adolescent and His World. New York: Family Service Assn. of America, 1952.
12. Rogers, Carl. On Becoming a Person. Boston: Houghton Mifflin Co., 1961.
13. Satir, Virginia. Peoplemaking. Palo Alto: Science and Behavior Books, Inc., 1972.

ADD YOUR OWN SUGGESTIONS HERE: ______________________

APPENDIX

ADDITIONAL READING & REFERENCE MATERIAL

BOOKS

1. Arnstein, Helen S. What to Tell Your Child (About Birth, Death, Illness, Divorce and Other Family Crises.) New York: Pocket Books.
2. Auerbach, Aline B. Parents Learn Through Discussion: Principles and Practices of Parent Group Education. New York: John Wiley & Sons, 1968.
3. Baruch, Dorothy. One Little Boy. New York: Julian Press, 1952.
4. Beadle, Muriel. A Child's Mind: How Children Learn During the Critical Years From Birth to Age Five. New York: Doubleday & Co., 1970.
5. Caney, Steven. Toy Book. New York: Workman Publishing Co., 1972.
6. Caplan, Frank, and Caplan, Theresa. The Power of Play. Garden City, New York: Anchor Books, 1974.
7. Cohen, Dorothy H., and Stern, Virginia. Observing and Recording The Behavior of Young Children. New York: Teachers College Press, Columbia, University, 1965.
8. Davis, Adelle. Let's Have Healthy Children. New York: Signet, 1972.
9. Dennison, George. The Lives of Children: The Story of First Street School. New York: Random House, 1969.
10. Frank, Anne. The Diary of a Young Girl. New York: Doubleday & Co., 1952.
11. Galambos, Jeanette W. A Guide to Discipline. Washington, D.C.: National Association for the Education of Young Children, 1969.
12. James, Muriel, and Jongeward, Dorothy. Born to Win. Reading, Mass.: Addison-Wesley Publishing Co., 1971.
13. Joseph, Steven. The Me Nobody Knows. New York: Avon Books, 1969.
14. LeMasters, E.E. Parents in Modern America. Homewood, Il.: The Dorsey Press, 1974.
15. Moyer, Moan E. Bases for World Understanding and Cooperation: Suggestions for Teaching the Young Child. Washington, D.C.: Association for Supervision and Curriculum Development, NEA, 1970. (1201 Sixteenth St., NW, Washington, D.C., 20036).

ADDITIONAL READING & REFERENCE MATERIAL

16. Mussen, Paul H.; Conger, John H.; and Kagen, Jerome. Child Development and Personality, 4th ed. New York: Harper & Row, 1956, 1974.

17. Powell, John. Why Am I Afraid to Tell You Who I Am? Niles, Il: Argus Communications, 1969.

18. Pulaski, Mary Anne Spencer. Understanding Piaget: An Introduction to Children's Cognitive Development. New York: Harper & Row, 1971.

19. Raths, Louis E.; Harman, Merrill; and Simon, Signey B. Values in Teaching. Columbus, Ohio: Charles E. Merrill, 1966.

20. Rogers, Fred. Tell Me Mister Rogers About Learning to Read, Sleeping Away From Home, Going to the Dentist, Thunder and Lightning, When Pets Die, Nobody Feels Perfect. New York: Platt & Munk, 1975. (This is an excellent book for children, but it provides useful insights for adults, as well.)

21. St. Geme, Joseph W., ed. Child Care. Nutley, N.J.: Rocom Division, Hoffman-La Roche Inc., 1973.

22. Salk, Lee. Preparing for Parenthood.

23. Simon, S.B.; Howe, L.W.; and Kirschenbaum, H. Values Clarification. New York; Hart Publishing Co., 1972.

24. Smart, Mollie S. and Smart, Russell C. Preschool Children: Development and Relationships. New York: Macmillan Publishing Co., 1973.

25. Spock, Benjamin. Raising Children in a Difficult Time. New York: W.W. Norton and Co., 1974.

26. Toffler, Alvin. Future Shock. New York: Random House, 1970.

27. Weber, Evelyn. Early Childhood Education: Perspectives on Change. Worthington, Ohio: Chas. A. Jones Publishing Co., 1970.

28. Yamamoto, Kaoru. The Child and His Image: Self-Concept in the Early Years. Boston: Houghton Mifflin Co., 1972.

ARTICLES

1. Cohen, Dr. Donald J. "Viewpoint: Meeting Adolescents' Needs." Children Today, 2(2), March-April, 1973, pp. 28-29.

2. Ginott, Haim, "Even Praise Has Its Pitfalls," Early Years, 1972.

ADDITIONAL READING & REFERENCE MATERIAL

ARTICLES

3. Kruger, W. Stanley. "Education for Parenthood and the Schools." Children Today, 2(2), March-April, 1973, pp. 4-7.

4. Woodward, Kenneth L., and Malamud, Phyllis. "The Parent Gap." Newsweek, September 22, 1975, pp. 48-56.

PAMPHLETS

1. BAEYC Reports, Boston Association for Education of Young Children, National Association for the Education of Young Children. Excellent teacher resource material with some articles being appropriate for direct use with participants.

2. Young Children, reference same as above, published quarterly. Excellent teacher resource material with some articles being appropriate for direct use with participants.

3. "General Characteristics of Four and Five-Year-Old Children," Guidelines for Planning Preschool Programs Title I of the Elementary and Secondary Education Act., 1965. Good resource for teachers.

4. "The Ways Children Learn," Caring for Children, #1. HEW Office of Child Development, 1970.

5. "More Than A Teacher," Caring for Children, #2. HEW Office of Child Development, 1970. Available Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402. $40. Good resource for teachers.

6. Galambos, Jeannette W., Discipline and Self-Control, ref. same as above. Appropriate reading material for participant use.

7. "Play: The Child Strives Toward Self-Realization," National Association for Education of Young Children, 1834 Connecticut Ave., N.W., Washington, D.C. 20009. 1971. $2.50. Good Teacher resource.

8. "Preparing Tomorrow's Parents," Elizabeth Ogg. Public Affairs Pamphlet #520, 381 Park Avenue South, New York, N.Y. 10016. $.35.

COMMUNITY RESOURCES YOU CAN UTILIZE

The following is a partial list of resource agencies, schools and institutions that are likely to have offices in your locale, and offer useful information and often the possibility of guest speakers.

1. Local affiliate of the Day Care and Child Development Council of America, Inc.
2. Local affiliate of the National Association for the Education of Young Children.
3. Local representatives from the Bureau of Child Welfare or the American Society for the Prevention of Cruelty to Children (ASPCC).
4. Local chapter of 4-C: Community Coordinated Child Care.
5. Local schools, colleges, and universities (particularly departments of Community Health Education, Marriage and Family, Human Development or Human Ecology, Sociology, Psychology, or Child Development).
6. Public health nurses, school nurses, and nursing organizations.
7. Child and general psychiatrists, psychologists, and their associations.
8. Pediatricians and Pediatric societies.
9. Staffs of local day care centers or other child care programs.
10. Local schools for children with special needs.
11. Local March of Dimes office.
12. Local representatives of the Department of Public Assistance.
13. Community health educators or outreach workers from a local hospital.
14. The Mental Health Association.
15. Staff at the local Child Guidance Clinic.
16. Training staff of the Planned Parenthood Association.
17. The Family Service Association (FSAA), or other family counseling center.
18. Representatives of the State or City Department of Health.
19. Local affiliate of the Association for the Help of Retarded Children.
20. Local affiliate of the Federation of the Handicapped, Inc.

ORGANIZATIONS FOR INFORMATION ON CHILD DEVELOPMENT

1. American Home Economics Association
2010 Massachusetts Avenue, N.W.
Washington, D.C. 20036

2. Association for Childhood Education International
3615 Wisconsin Avenue, N.W.
Washington, D.C. 20016

3. Bank Street College of Education
610 West 112th Street
New York, New York 10025

4. Child Welfare League of America
67 Irving Place
New York, New York 10003

5. Day Care and Child Development Council of America, Inc.
1401 K Street, N.W.
Washington, D.C. 20005

6. Maternity-Infant Care/Family Planning Projects
New York City Department of Health
377 Broadway
New York, New York 10013

7. Merrill-Palmer Institute of Human Development and Family Life
71 East Ferry Avenue
Detroit, Michigan 48202

8. National Association for the Education of Young Children (NAEYC)
Editorial and Publications Department
1834 Connecticut Avenue, N.W.
Washington, D.C. 20009

9. New York City Agency for Child Development
Human Resources Administration
240 Church Street, Room 313
New York, New York 10013

10. Office of Child Development
Office of Human Development
U.S. Department of Health, Education and Welfare
Washington, D.C. 20201